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IN MEMORIAM: MARY FOULKE MORRISSON

So much has been written about Mary Morrisson's remarkable character and achievements that even those who did not have the privilege of knowing her must catch some of the sense of greatness in what is written about her. So there is no need here to review the long list of experiences and honors which came to her. Perhaps some words she wrote to me many years ago will be more revealing of her and more meaningful for those of us today who have the mind to understand. She quoted a poem she had found long, long ago:

If the good were as nice as the clever / Or the clever as kind as the good, / This world would be better than ever, / We dreamed that it possibly could. / But alas, it is seldom, if ever, / That matters work out as they should, / For the good are so rude to the clever, / And the clever so harsh to the good. / Certainly Mary Morrisson was the exception, for she was never rude or harsh and she surely was good and clever. The meaning in this little poem should be clear to all of us regardless of age or exposure. It is, as Mary Morrisson used to say, a "diverting" way of pointing out a truth. In this letter she went on to say some things we should do well to listen to today: "One of the puzzling questions," she wrote, "that comes to mind in any study of historical machinery for doing all this must be made highly efficient. Fail to do any of these things and the idea dies a-borning. But all too often we see the formalization freeze into an arid ritual, the simplification becomes a slogan, parroted until it means nothing, the demands of the machinery over-riding all else. And the idea becomes an empty shell, all inspiration gone." These words should have special meaning for us today, particularly in this college community which she loved so well and to which she devoted over thirty years of service. It has always seemed to me that the only kind of immortality is to leave something of your spirit in those who follow. Our way to honor Mary Morrisson is not to praise, which she despised, but to listen to what she said, to understand why she chose to do so much, to try to emulate as best we can the quality of her life. I am reminded of Chief Justice Holmes and his comment that "life is action and passion. I think it is required of a man that he should share the action and passion of his times on peril of being judged as not to have lived." Mary Morrisson shared fully the action and passion of her times — some 90 years of it. She gave to her times the full measure of her keen and disciplined intelligence, her generosity and her compassion. In honoring her we can do no less.

The following paragraphs are taken from an address by Mrs. Morrisson presented at Connecticut College on October 12, 1960 as the second of a series of annual lectures in the Mary Foulke Morrisson Lectureship, endowed in her honor by the League of Women Voters of Connecticut in 1959. Mrs. Morrisson was active in the last ten years of the suffrage movement and a founder of the National League of Women Voters.

Although not a graduate of the College, Mrs. Morrisson was as much a part of it as the dormitory on campus that bears her name. She was a member of the board of trustees from 1937 to 1971 and its secretary from 1938 to 1965 when she became honorary secretary. In 1960, the Alumnae Association claimed her as an honorary alumna, and at one time she wrote the "Trustees Corner" in the News. These are appreciated contributions, but Mary Foulke Morrisson's finest gift to the College was of herself — her strength of character, wise counsel, and noble spirit.

In the early days of the nineteenth century, according to the common law of England and the United States, "Husband and wife were one and that one the husband." A married woman was said to be "dead in law." A man controlled his wife's property, could collect and spend her wages, had absolute power over the children and could legally beat her with a stick "no bigger than the judge's thumb." If a woman was injured in an accident, the husband sued for damages due him for the loss of his wife's services. She did not get them. American women were pretty well treated on the whole, but there was no recourse against brutal husbands; and the doctrine of the Divine Right of Man to rule over Woman was believed by nearly everybody, even those who had a large part in upsetting the equally old doctrine of the Divine Right of Kings.

Up to 1833 no colleges were open to women, no public high schools; . . . . As for the sciences, a woman who lectured on physiology to a group of other women as late as 1844 and used a manikin to illustrate, found her audience pulling down their veils, leaving the room and some actually fainting at the shock of such horrid indelicacy.

The greatest excitement was caused by a few women who dared speak from a public platform in behalf of causes in which they believed. Two young South Carolina women, Sarah and Angelina Grimke, horrified to learn that one of the slaves they had inherited was their own father's son, freed them all and came North to tell of the evils of slavery. They were gifted, courageous and eloquent, and they knew whereof they spoke. Their influence spread and the crowds threw rotten eggs and brickbats and burned Independence Hall almost over Angelina Grimke's head. But they kept on, as did others.

Some of these women were among the ablest speakers in the movement and were sent as delegates from their respective societies to the World Anti-Slavery Convention held in London in 1840. When they presented their credentials, a debate arose that makes very curious reading. They were implored to be ladylike and not force the issue. They replied that they had no choice; if they withdrew, their organizations would be unrepresented. . . . But the men, and especially the clergymen, asserted so vehemently that to admit the women would upset the foundations of society and fly in the face of the Lord that their credentials were refused.
Walking back to the hotel from that stormy session, Lucretia Mott, who was a delegate though denied a seat, and Elizabeth Cady Stanton, a bride whose husband was also a delegate, decided that if women wanted to fight slavery or any other wrong they would first have to win freedom for themselves. Then and there they resolved to call a Woman’s Rights Convention and state their case to the world.

There were delays; Mrs. Stanton paused for a baby or two, but the Convention was held in Seneca Falls, New York in the spring of 1848. It was decorous and orderly and set forth a Woman’s Bill of Rights, asking — for the right to an education, to enter the trades and professions, to own their own wages and control their own property, equal guardianship of the children, the right to make contracts, to testify in court, to vote and hold office.

The Convention created a great sensation. Editors attacked and clergymen thundered, but many rose to the women’s defense and the movement grew. From 1850 to 1860 a National Convention was held in every year but one. They had their share of mobs and violence, but Susan B. Anthony, a resourceful lady, charged admittance to the halls so that the persecutors at least helped to pay the bills.

Speaking in 1860, Miss Anthony said the progress of the Woman’s Rights movement had been remarkable. Where they had had abuse, they now got serious debate. One distinguished man after another rose as their champion. Few people had any idea how near the women were to victory. But in 1861 came the war. The women dropped suffrage and did valiant work.

They did so well that the men were surprised and grateful and the women were prepared to take up their campaign again after the war when they found their cause hopelessly entangled in the two red hot political questions of what to do with the negro and how to keep control of the southern states. The 13th Amendment, freeing the negro, had passed Congress and awaited ratification. Now, like a bolt from the blue, came the 14th in 1869, while the debate on the negro amendments was most bitter, gave its women the vote.

The Wyoming Legislature wired back that they would stay out a hundred years rather than come in without their women, so Congress yielded. The Territory of Utah gave women the vote in 1870, but Congress took it away again in 1896. There were party splits in Colorado in 1893 and in Idaho in 1896 as a result of which women got the vote there. All these were Western states, sparsely settled, where women had a scarcity value beyond that which they enjoyed in older and more thickly settled communities.

... as long as women voted only in a few negligible western states, Congress would not take them seriously. The Senate appointed its own Woman Suffrage Committee in 1882, but during the thirty-five years of Republican control, the chairman was a Democrat from the deep South, where resentment against negro suffrage made them implacable enemies of further extensions of the suffrage, especially by federal action. One such chairman said, "No man alive can answer the arguments of those women, but I would rather see my wife in her coffin than voting and I will die rather than let the Amendment be submitted."

In the early days there were no corrupt practices acts, and Chinese in California, Russians in Dakota, Indians in Oklahoma and floaters everywhere, most of them ignorant and often illiterate, were marched to the polls and often paid off in sight of the women watchers. Mysterious things happened. In Iowa, where an amendment needed approval by two successive legislatures, engrossing clerks "lost the bill," or the Secretary of State "forgot" to give notice in time for submission to the second session.

To go back to our history. Things looked so black in 1910. . . . Then, suddenly, victories: the State of Washington in 1910, California in 1911, the Progressive party with its suffrage plank, three states in the fall of 1912. In the parade at the Wilson Inaugural in 1913, Washington rowdies hustled the women, spat on them, knocked some of them down. The country was outraged and the movement won friends, in Congress and out. Continued on page 20.
In 1967 the National Endowment for the Humanities, a government agency parallel to the National Endowment for the Sciences whose function it is to improve the teaching of the humanities in the country, launched a program directed at humanistic studies in high schools. Faced with all the symptoms of the modern malaise that have now become so blatant—brilliant technological competence out of hand and dangerous, the weakening of all social ties beginning with the family, the revolt of well-schooled youth—the NEH asked, "What is wrong with the schools that the values of civilization are so despised?" And it determined to do something to improve the teaching of the humanities in the secondary schools, where the need seemed greatest, where urban decay has eroded the best values of systems that were formerly good and such a famous school as the Boston Latin School has all the diseases of an urban ghetto, where racial antagonisms threaten the very survival of some schools, where joyless boys and girls suffer four years of boredom on their way to adult cynicism.

The NEH knew, of course, that the schools exhibit only one aspect of the sickness of our society, but it determined to attack the problem there, trusting in the study of those things concerned with man and his place in the universe. It believed that Shakespeare knew something about the effects of irresponsible exercise of power (Richard II), that Socrates had investigated the sources of authority (Gorgias), that tyranny under Nero or Hitler might throw light on the results of violence (Tiberius' Capri or Hitler's Dachau), that some acquaintance with Robespierre might illuminate the meaning of Revolution. On the other and less pragmatic side, it recognized the need of every human being to discover those positive values to which he can give allegiance rather than being concerned solely with the negative flaws in our culture (numerous enough, we all know) that he wishes to eradicate.

To implement its plan the NEH turned to Phi Beta Kappa (which has other functions than awarding keys to successful undergraduates) to set up a program that might make some impact on education in the high schools. The design worked out was a simple one: center the attention and the energy of teachers in high schools on the magnificent content of humanistic studies rather than on keeping order in the classroom or on being careful of their pedagogy. The means for doing this was to select dynamic teachers in the colleges and send them to high schools which requested help with a program and let them talk with teachers, not students, about the subjects they are competent in. Get the teachers fired with anthropology's recent conclusions, and racial difficulties appear in a new light. Let them see the creative possibilities of their students in the plastic arts, and they will face fewer problems of discipline.

The early organizational phase of this plan resulted in the National Humanities Faculty. The first steps were to appoint a Board that would oversee its activities, and to find a director who knew secondary education. The second came first. Dr. Arleigh D. Richardson III, a most able Executive Director who had had experience both in college teaching at Yale and in several administrative posts in secondary schools, was appointed in the spring of 1968. For the Board names of possible members from many scholarly organizations were solicited, and finally after rather intense work in 1968, and much sifting and weighing, a roster of twenty-four names was submitted to the Senate of Phi Beta Kappa, from which twelve were chosen. In addition, a member was named from each of three institutions sponsoring the NHF—Phi Beta Kappa, the American Council of Learned Societies, and the American Council on Education. The Board as presently constituted is made up of distinguished professors and administrators of colleges and universities, and four representatives of secondary schools—two successful superintendents of large urban schools and two very successful teachers.

The method of operation is that notices go out in educational journals of various kinds to the effect that the NHF will assist a limited number of schools that ask their aid in implementing a program of humanistic studies and will send four or five scholars and teachers for a week each in the course of the year to talk with teachers. This is our third year of operation, and we have gone into schools in every part of the country—five the first year, fifteen the second, twelve this year, proba-
bly twelve next year. In addition, we plan a summer institute for teachers next year. The schools vary from large urban systems like San Francisco, Minneapolis, Baltimore to obscure semi-rural ones like Pineville, West Virginia and Berea, Kentucky. The projects vary likewise from so-called humanities courses, interdisciplinary in content, to those that deal only with Latin and Greek.

It is the function of the Board to build up a roster of distinguished teachers in colleges and universities from which faculty are chosen to visit the schools, to choose from the applications presented to the Director those we will work with, and to select the faculty for them. We are now also building up a list of master teachers in the schools whose aid we can call upon in various capacities. The real work is done by the Director from his office in Concord, Massachusetts, with the help of a small but able staff.

Now to be specific about some of our work. One of our most successful ventures came about almost by accident. In our first year we got a cry for help from Gainesville, Georgia. Their schools were faced with instant integration, and the principal quite reasonably wanted something to take the attention of teachers, students, and community off racial tension and on the content of education. By good fortune we found teachers there who really wanted what our faculty had to offer, and their report is that the whole atmosphere of the schools has changed, that blacks and whites found they could talk frankly to each other and that they could sink their animosities in a common interest in learning. That sounds idyllic, but from all we can learn, it happened.

The exact nature of projects presented to us varies widely. Baltimore County this year is centered on drama. In Concord, Massachusetts, a group of teachers from five different schools came together in a year-long seminar on the topic "What is the Decent Man," and the faculty came from Philosophy and Anthropology at Harvard, Religion at Williams, Urban Studies at Rutgers, and our own Connecticut College Trustee, Professor Henry Margenau in Physics at Yale. At Los Alamos, highly centered on the sciences, of course, the request was for teachers in the humanities who could bring the Two Worlds together. We discovered that Science and Humanities were not the only two worlds that needed assimilation but that that of the elite and sophisticated world of

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Scientific Research and the Undergraduate

John R. MacKinnon
Associate professor of psychology

There is a growing recognition among educators in the sciences that the opportunity to become involved in basic research activity should not be restricted only to advanced graduate students and faculty. The success of programs such as the National Science Foundation’s project in Undergraduate Research Participation supports the notion that the creative undergraduate can participate effectively in basic scientific research.

The Connecticut College program in Undergraduate Research Participation was begun by the Department of Psychology in the summer of 1969 with an initial grant of $10,800 from the National Science Foundation. Continuation of the program has been supported by additional grants from the foundation of $7,740 and $7,800 for the summers of 1970 and 1971, respectively. During a 10-week period each summer, students are provided with a cost-of-living stipend and cost-of-program allowance to support their research activities. The program is run on a continuing summer-academic year basis, and while the student receives no academic credit for summer work, the summer research often leads directly to an individual-study credit course during the academic year.

The program is specifically geared to encourage individual thought and effort on the part of the student. While certain basic skills and techniques can be taught in the laboratory, success in research requires something more than technical expertise. Working independently but in close association with faculty and graduate students, the undergraduate can develop a feeling for the creative imagination and perseverance which is such an important component of the scientific endeavor.

The department’s objectives for the program are as follows: (a) to generate interest in research among psychology majors; (b) to stimulate greater interest in psychology within the College community; (c) to provide greater opportunity for interaction of undergraduates with graduate students and faculty; (d) to provide evidence that undergraduate research should be an integral part of the psychology program; and, (e) to send more students to graduate school by encouraging an interest in research and teaching as a career.

Students may be selected for the program at the end of their sophomore year. They must maintain a high academic average, show outstanding research potential, and indicate an ability to work independently. They may elect to do research in one of four areas of psychology: learning and motivation, perception, psycholinguistics, and experimental social psychology.

Although a long-range evaluation of the impact of the program would be premature, it is evident that the program has already met some of its primary objectives. There has been a marked increase in undergraduate interest and involvement in scientific research. The program has also provided the participants with a greater opportunity for interaction with graduate students and faculty, and in most cases, the Undergraduate Research student functions as a “junior colleague” in the department. Upper-level URP students have organized talks and demonstrations for students in lower-level college laboratory courses, and have served as junior science consultants for New London-area high school students working on projects in the behavioral sciences.

The research activity of eight different students has been supported by the program thus far. While the department has been gratified by the overall results, the students themselves, in the final analysis, are perhaps in the best position to evaluate the strengths and weaknesses of the program.
Since I became interested in psychology, I have always wished to snatch some time for myself so that I could actively coordinate my mundane interests with what I was learning in the classroom, thereby making the gap between the world outside and the world inside a little smaller. My wish came true last summer and I can honestly say that the most important thing that happened to me at Connecticut College was the Undergraduate Research Participation program. The program, headed by Professor MacKinnon, maintained a perfect balance between independence and instruction for the participants. Left alone to pursue our varying interests, each participant had her own advisor who could be called upon for advice on research methodology or information on pertinent scientific literature. The projects ranged from experiments on discrimination learning and avoidance conditioning in rats to human visual perception and psycholinguistics. The entire group met in weekly seminars with faculty members and graduate students in the psychology department in order to keep abreast of each other's progress and to discuss current issues in the field.

My particular project was a psycholinguistic study of dialect-speaking children. In recent years, linguists have come to recognize Afro-American English as a dialect which conforms to its own grammatical and phonological rules. Black children, many of whom speak this dialect in school, often have more difficulty in learning to read and write. Viewing these reading and writing deficiencies as dialect problems, my approach was to determine whether it is possible to devise teaching materials that could help dialect speakers understand particular grammatical forms of standard English different from their own.

Ever since high school, I have been tutoring children with reading problems. In each tutoring program I felt that the teaching methods were missing the mark, though I did not quite know why. During my sophomore year, I came across studies of children who speak sophisticated

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Most of us have played the illusion game. Perhaps while leafing through a magazine, your attention was caught by a caption which invited you to test your visual perception. You complied and found that the figure you saw as curved was actually a straight line, and the line which appeared shorter was really the same size as its comparison line. Why the visual tricks? How were you deceived? The most honest answer that experimenters in the field of visual perception can give is "We really don't know." Theories and hypotheses abound, but not one can account for all the available data. For years, researchers have tested the enigmatic visual illusions under numerous conditions. Their interest lies not merely in examining an isolated, idiosyncratic aspect of the visual system, but in the hopes of understanding the complex network which integrates eye and brain.

Of particular interest to me is the Muller-Lyer illusion, with which many of you may be familiar. The illusion involves a pair of arrows with shafts of equal length. On one figure the arrowheads at both ends of the shaft project outwards, while the arrowheads of the second figure point inwards. The figure with the outgoing arrowhead appears longer than the other figure.

Experiments with the Muller-Lyer illusion have shown that the magnitude of the illusion decreases with an increase in chronological age. The Swiss psychologist, Piaget, explains this effect as due to increased perceptual activity involving comparison looks at various parts of the figure. An American psychologist, Robert H. Pollack, has conducted several different tests of the Muller-Lyer illusion with subjects of all ages. He explains the decrease in magnitude of the illusion as the result of a gradual decline in the visual system's sensitivity to contour with age.

It is this developmental aspect of the Muller-Lyer figure which interests me and with which I have been working. Tests of the illusion have not been done with subjects below the age of eight. Following the basic outline of Pollack's testing procedure,

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If you have ever experienced anxiety as you walked into a dentist's office, or merely at the thought of it, then you have had personal experience with the principles of Pavlovian conditioning. At some time in your past, the cues present in the office occurred contiguous with pain. As a result, an association was formed between the discomfort experienced, which caused fear and anxiety, and the environmental cues present during the fear reaction. It is through this association that merely walking into the dentist's office will elicit a similar fear reaction.

This is an example of the learning theory of Ivan Pavlov, a Russian physiologist, who, after working with dogs and salivation, reported the principles and methods of what is now known as Classical Conditioning. Part of Classical Conditioning is an unconditioned stimulus which when presented will reliably elicit an unconditioned response. An example would be that the dentist's drilling (the unconditioned stimulus) elicits fear or anxiety (unconditioned response). If this unconditioned stimulus is paired consistently with a neutral stimulus, one which inherently elicits no response, such as a bell, eventually the neutral stimulus will begin to elicit the same reaction as the unconditioned stimulus. For example, as a result of pairing, the physical features of the dentist's office will begin to elicit anxiety even before any pain occurs.

In the above example, the conditioned stimulus (room cues) is excitatory because it elicits anxiety. Pavlov also described situations in which the unconditioned stimulus never occurs when the conditioned stimulus is present. In this case, the conditioned stimulus is said to be inhibitory since it predicts a period free of the unconditioned stimulus. The organism will thus inhibit responding during this "safety signal."

It is this conditioned inhibition with which my research deals. First of all, albino rats are trained to press a lever in order to get food reward. Once lever-pressing is stable, a tone is paired with mild shock applied to the rats' feet. Eventually, fear of shock becomes associated specific
Digging for Understanding

Jane Burger Cheney '31

It's quite the thing to be "herby" these days - sweet woodruff in May wine, basil in stewed tomatoes, rosemary for lamb (and also for remembrance), or fennel for fish. The list seems almost endless, even when one thinks merely in terms of culinary applications, and becomes even longer if other aspects are included. But just to grow herbs for seasoning and neglect the wonderful lore in which the plants themselves are steeped means missing a whole series of dimensions, not only of the cosmetic, medicinal, insecticidal and simple esthetic values and practical uses for them, but primarily that dimension of understanding which we need so badly today, that of seeing the cultural frameworks in which people live and have their being (past or present) as the real gap, whether between nationality, racial groups or even generations.

Is this too way out? Or way down? The latter, I think. Down at the roots of things in general. Many of us, no matter how flexible or anxious to understand other people, unconsciously carry a slightly translucent screen between ourselves and others, a screen not necessarily of our own making, but nonetheless a barrier to acceptance of both the past and that portion of the present with which we are not familiar. Curried rice? Yes. Curried shrimp? Yes. Curried lamb? Oh, how terribly, terribly British! Curried goat! Say that again! Curried goat. Yes, it's very good and very well liked by Jamaican-Jamaicans and American-Jamaicans (and if you've ever eaten a well curriedombed curry in a small and even not-so-clean Jamaican cafe, you've probably noticed that you can't tell the difference between it and lamb except that it may be a little tougher).

We also carry this slight superciliousness over into our thoughts about the past. We may nostalgically refer to the good old days, but inside we're pretty sure they must also have been rather dreadful, no modern medicine, no washing machines, no - name it, they probably didn't have it in a form you might recognize. They couldn't cure allergies, or could they? They didn't have tranquilizers. But they did! Could they do anything for heart disease? Any of us who have lived long enough, or had enough friends or family, know that modern tranquilizers stem from the sudden re-discovery of the use of rauwolfia, a medicinal herb used 4,000 years ago in India to cure hysterical women, and named after a physician of Augsburg in the 1600's who identified it botanically and used it in prescription "simples." Our denigration of the past, or of peoples who have not our same cultural reference points, it seems to me, lies more in the realm of the lack of technology as we interpret it, the "unscientific" point of view which seems to be present, and even in our more than slight feeling of the superiority of our weltanschauung compared to theirs.

What does this diatribe have to do with simple herbs - dill and parsley, tarragon or oregano? A good deal, really, for if you will read between your bouts of digging (really read) about these sometimes unprepossessing plants, a whole new point of view, broad vistas of esthetic understandings and new insights will open before you. You can gather a magnificent spread of what uninitiates may term trivia. But used in proper doses at proper intervals of time and consistently, productive trivia has been known to save marriages near collapse on the stock market or football route. Well rubbed in and used with discretion, trivia can sparkle in your conversation, restore your self-confidence, and prove your family's investment in your college education in the humanities REALLy PAID OFF.

We'll talk about the plants and their uses in a moment, but concentrate now on the broad concepts herb gardens can reveal to you. By the way, it used to be fashionable to call them erbgs, but you've got to pronounce the H now or be considered a cockney. As to concepts? Consider how marvelous it must have been to live in a world

Jane Burger Cheney '31, executive director of the Children's Museum of Hartford until 1970, is at present their senior scientist. Mothers know her through television, for her nature study program "Alive and About" (kindergarten through third grade) now reaches 22 Eastern Educational TV stations with an audience of 1,500,000. "This Is Connecticut," a social studies broadcast for grades 3-5, is another one of her programs. In addition, she is television teacher on Connecticut channels 24, 49, 53, 71; Washington, D.C. channel 26 and New York channel 13. Should you have missed any of these, you still may catch up with her on ETV Connecticut News (24, 49, 53, 71) where she reports on ecology. Jane Cheney's other pursuits include being a member of the Governor's Environmental Policy Committee (Food and Agriculture Panel, Research Action Group), the Bermuda Marine Biological Research Station (senior research scientist classification), and the Noah Webster Foundation (member of the board of trustees). In spite of — or because of — this whirlwind schedule, she also manages to write newspaper, magazine and encyclopedia articles; a handbook for the International Council of Museums; short stories; and now this amusing yet informative article for the News.
with only four elements: earth, fire, air and water! How simple a body was when one thought it to be controlled by the Doctrine of Humours with four basic body fluids: blood (sanguine disposition); phlegm (cool, calm and collected); yellow bile (choleric, irritable, dyspeptic); and black bile (melancholic, “black,” and choleric, “bile” — producing melancholy). That sounds a whole lot like some modern schools of psychology with body shapes and types and dispositions, doesn’t it? How consoling a world it must have been when Providence was believed to have placed a mark on, or grown, a plant in a shape similar enough to either an illness or an organ to reveal itself as the cure for that condition. There was a backstop in that Doctrine of Signatures also which saved the reputation of Providence, for, if you misunderstood the signature, or met a devilish forgery, it was manifestly your own fault. Yes, that was a medieval world the first European settlers in the New World brought with them with their feverfew and horehound, mandrake and rue, wormwood and marjoram. It was a Given World, with logical beginnings and endings, with Deity responsible for anything you didn’t understand. Mysteries were intended to be mysteries. And, as Ales Masaryk said, daughter of the former president of Czechoslovakia, erstwhile teacher in New York City and visitor to our Museum, said, “It was easier to be a Puritan than to be Pure.”

All this knowledge and meaning comes with the herbs in your garden, almost all of them brought over by seed and slip patiently sought out and gathered, cherished and watered with tears, tears of loss and lonesomeness, or, on occasion, with happy tears of success in meeting a challenge and an uprooting few of us have experienced. The whole rationale of thinking came along with them, a way of looking at life involving not only the reasons for being, but even the cures and ameliorative substances placed on earth for use. The fact that this thinking could produce a basic dichotomy or encourage diametrically opposed methods of thought was rarely recognized. Acceptance of the status quo (of bearing with fortitude the woes of this vale of tears without searching for other solutions) could exist, you see, in the same framework as the experimental approach, really more a pragmatic approach. For if a plant didn’t kill you, and the rash you spread it on healed, ipso facto, that plant was useful in curing rashes especially if you had noticed the red spots on its leaves. Your radical realism of trying-it-out still remained within the framework of a conservative world. Think of the luxury of being both a conservative and a radical realist at the same time — I think they call it schizophrenia today!

It wasn’t only a woman’s world, either, this past whose flavor we so conscientiously seek out in antiques or reproductions of them. Though the herbs may have been grown by the herb woman, they were compounded by the apothecary (unless it was a large establishment with its own still room, its own cabinet of “simples”). It was the physician, the man with a degree in Latin and Greek as opposed to a doctorate in clerical orders, who thought through the formulas for the medicine, diagnosed the symptoms from Galen (writing in the second century C. E., Common Era) and prescribed remedies advised by Dioscorides who wrote in the first century C. E.

Within our framework of experimental scientific method today, what a haphazard approach! Yet, from another point of view, quite sensible. The woman in the kitchen knew how to culture yeast, keep it from “bridehood” to death as the source of her leavened bread, feed it, keep it warm enough to live and cool enough to keep it from exploding, yet she never once knew it was a plant. Never knew that, in contradistinction to most green plants, it transpired carbon dioxide and utilized the carbohydrates in molasses or flour or potato water to obtain food. And the poor bride whose house had a damp cellar and was located near a source of wild yeasts, which are airborne, blamed herself as being a poor housewife when she couldn’t keep an active culture going, never knowing that the failure wasn’t hers at all.

Even more surprising, it seems to me, is the fact that with all the inaccuracies, the so-called “faulty” or “loose” thinking of that world of the past, it did discover sovereign remedies in the herb garden which we still use today. An infusion of foxglove leaves, stem, flowers or seeds was given to cure fluid in the lungs because the throat of the blossom was spolled and looked much like the lungs of a slaughtered chicken (human dissection and autopsy being forbidden). And it did cure certain cases of fluid on the lungs. We still use it. But we call it “digitalis,” a heart regulator and stimulant which will “kick” a non-compensating heart into regular action and cause fluid in the lungs to be re-absorbed.

Now to specifics in a non-medical sense. We have a fairly extensive herb garden at the Children’s Museum of Hartford which is located at 950 Trout Brook Drive, West Hartford (exit Park Road-West Hartford Center on Rte. 84). The beds in the formal part of the Gardner Herbal (a memorial gift) celebrate that four-square world of the past in
raised beds with 18-inch cypress planks as retaining devices. It has a double wedding ring pattern, giving the magical protection of two circles. The plants, most of them perennial, were selected for size, spread of growth, hedging capability, color of foliage and succession of bloom. Together with the sixty foot outside-the-fence border, there are between sixty and seventy species and varieties representing a broad spread of culinary, medical, cosmetic, insecticidal, perfume and symbolic significance. Most of the plants winter as far north as southern Vermont and protected areas in Maine. Should you visit us in the spring, summer or fall, we'll be glad to give you slips wrapped in wet tissue in a plastic bag, quite livable for a week before planting.

Most of you must already be familiar with dill, fennel, cardamon, sage, tarragon, savories (both winter and summer), mints, borage and a host of others. As with anyone who grows plants, I have developed special favorites like the calendulas or pot marigolds, the "Mary buds" that Shakespeare speaks of. The buds are wonderful flavor additions to plain beef stew, but don't go mad with power and add too many of them, for they are also a very effective laxative! Shakespeare called them "Mary buds" because in the 14th century all golden flowers were dedicated to the Virgin Mary.

NOTHER favorite which died recently and must be replaced is angelica, a huge six-footer with large pleated leaves, and which will live several years if flower heads are faithfully pinched off, but will consider its work finished if allowed to blossom and set seeds. An herb of considerable virtue, the roots were used to make medicinal teas for bronchial coughs and indigestion. Its seeds were crushed for their essential oils to flavor custards, Vermouth, Chartreuse and Benedictine, or as fragrance in perfumes called Chypre and Fern. The same oil substituted for juniper in gin, and still serves as a blender in some dental preparations. The stems boiled in sugar make a delightful candy and cake decoration, or, blanched and served raw, are a tasty substitute for celery. The leaves add flavor when boiled with fish or rhubarb, they can be made into poultices (presumably curative for chest and lung diseases), and are or were successful in preparation of hop bitters. As to the medicinal virtues, I make no claim, but the culinary and fragrance components of this versatile plant I can guarantee.

In Tudor England, old Boston and New York, herb gardens provided strewing herbs. Plants like mint, chamomile (which will lighten hair and was used in ancient Rome), pennyroyal, thyme, santolina and other herbs which release an odor when crushed, served much the same purpose as your spray cans of air freshener in kitchen or lavatory. Small bunches of these same herbs were called "Tussy Mussies" when hand-carried to church. There they helped to keep one awake through long sermons, for their sharp odor was a restorative, and they made life more livable through a three hour stretch next to warm bodies without benefit of bathtubs.

Most of these herbs also move in a scent and aureole of meanings far removed from their uses. Hyssop, a most effective styptic used both as wound herb and as purgative, is the plant of the Psalms of David, "Purge me with hyssop, oh Lord, and I shall be clean"; and it was cast into the waters off the Lido in Venice during the annual marriage of the Queen City of the Adriatic to the sea in the 14th and 15th centuries. The lavender of sachet, linen closet, and Yardley's, was part of a nursery rhyme as well: "Lavender blue, dilly dilly, lavender green, I shall be king, dilly dilly, and you shall be queen." In addition, it was used medicinally to cure a condition described as "moisture on a cold brain," a situation almost analogous, I presume, to my own feelings before breakfast coffee.

HERE are excellent books that can expand for you these aromas and atmospheres surrounding herbs, books that speak of pleached alleys and moon gardens, of herbs of grace and languages of the flowers, full of recipes for modern cooking and good gardening advice, of instructions on tisanes and potpourri (it is a shock to translate that quite literally as "rotten pot" when all along you thought it was coming up roses). Books by Rosetta Clark; The Modern Herbal by Maude Grieve, or the older edition by Grieve and Lyell; Louise Beebe Wilder's The Fragrant Path; Elizabeth S. Hayes' Spice and Herbs Around the World, and many others. If you read them between times, the weeding will be less onerous, the mulching a positive pleasure, the trimming and clipping and gathering "as soon as the dew has dried off them" something to wait for and anticipate; and, wonder of wonders, for old or young who fear the bulging midriff, the bending, twisting and turning will not only restore your waist, but improve your mind, flavor your cooking, inform your conversation, possibly drive your friends mad with envy, and altogether make a different woman of you. This is not to guarantee that you will be better, you understand, but certainly different. Do begin digging.
Rita Barnard Retires

Peter J. Seng
Professor of English
Secretary of the Faculty

Many years ago, certainly long before I came to the College, a skilled caricaturist was visiting the campus. At a faculty party for him it was proposed that he do sketches of some of the guests, a proposal to which he affably consented. According to my informant the caricatures he rapidly sketched were, to say the least, mordant. Baldness grew balder under his pencil, and primness primmer; noble noses became promontories, and the lean and hungry looking on the faculty appeared to out-Cassius Cassius in his sketches. But then Rita Barnard sat for her "portrait"; and with a few deft strokes the likeness was finished: an apt resemblance in the shape of a perfect heart. The emblem will not seem fanciful to those of her colleagues who have known her best in the 41 years she has taught at the College, including the last 12 in which she has patiently — sometimes with heroic patience — served as its Registrar.

Since coming to the College in 1929, after a period as Recorder at Boston University and teaching at Peterborough High School in New Hampshire, Rita Barnard has put a great deal of her heart into the College.

It is given most people to lead one or at the most two lives; but it is part of Miss Barnard's irrepressible vitality that has enabled her to lead approximately half a dozen. To be registrar in a college of 1400 students is a full-time job, but even after being appointed to that post she continued to teach in the Department of Economics. Long before Woman's Lib was on the scene, she was on the scene in Waterford politics; she has served for more than ten years as a member of the Republican Town Committee. She helped establish the Representative Town Meeting for the City of Waterford in 1957, and thereafter was elected to serve three two-year terms on it. Perhaps the most satisfying monument she has left Waterford is its new public library, across the street and a short walk from her home. The establishment of that library owes no small part to her services as secretary of the Board of Trustees of the Waterford Public Library Association.

In civic groups Miss Barnard has been secretary of the Board of Directors of the New London chapter of the American Red Cross; she has served on the Advisory Committee of the New London YWCA; and from 1965 until 1967, she was secretary of the Waterford Charter Commission. She has held membership in the Association of New England College Registrars and Admissions Officers, the College Club of Boston, and the New York chapter of the English Speaking Union.

For 25 years as Secretary of the Faculty she regularly led off meetings of the College faculty by reading the minutes of the previous meeting, minutes that seldom if ever needed correction. An enthusiastic supporter of the O'Neill Theater Foundation, she has worked hard to interest the faculty and the local community in the aims of the Foundation. In so doing she has helped to bring the College and the O'Neill's National Theater Institute into close cooperation.

In an era in which form, style, and real elegance seem to be eclipsed by such doubtful virtues as relevance, Rita Barnard's other interests pay continuing respect to the more pleasant and civil amenities. She is an amateur authority on English gardens, formal and informal, early and modern. Her interests in town government in Waterford led her a number of years ago to study in England the "New Towns," being built up in the green belts around the large industrial cities. A confirmed Anglophile, she loves what Lord Clark calls "civilization," all those monuments of the human spirit that endure through temporary wars, temporary politics, or temporary vagaries of popular whim.

And thus her love of what are called the "minor arts," antiques and cooking. In England she learned that a "picnic" is what you take, not what you go to; and she frequently turns up at antiques auctions in New England with a picnic: wicker basket filled with silver, crisp napery, exquisite watercress and rare roast beef sandwiches, and, for dessert, plump unhulled fresh strawberries. At the luncheon break in the auction she puts her needlework aside (do as much as you can at once, seems to be her practice), and the wicker basket is opened and the picnic brought forth. When the auction resumes she is imperturbably at her needlepoint again, but not without a keen eye for the best of the treasures that are put on the block: perhaps an old ginger jar with its nearly abstract blue decorations on a neutral pottery ground; her beloved blue-willow china with its gold washed edge; or an antique footstool, soon to be restored with one of her own needlepoint covers.

Style, taste, decorum: not indispensable to human life, certainly; but certainly humane and civilizing; and with them Rita Barnard puts the bloom on everything she does.
Like every other modern institution, Connecticut College is constantly growing and changing, increasing, multiplying, and proliferating.

The records of this transmutation have been piling up in a dark closet euphemistically known as the Archives on the second floor of Palmer Library. Overworked librarians in our overcrowded library have struggled to keep up with the flood of publications, papers, clippings, programs, and snapshots; but the daily needs of the students and faculty rightfully have taken precedence.

As the class of 1919 returned for its fiftieth reunion, it sought background material in the archives, and on its departure left behind priceless scrapbooks recording fabulous doings of those trolley car days. The class of 1920 in turn searched and then gave up its memorabilia, and the class of 1921 is now following the same process.

The Alumnae Association, fascinated with the secrets of history hidden in that dark closet, recognized the problem. With the blessing of the college librarian, Mrs. McKenzie, the Association decided to sponsor a project to date, identify, and classify the materials so that they would be readily accessible. In the new library, it is Mrs. McKenzie’s intent to coalesce the archives and the present Connecticut College Collection, comprising official college publications and the works of faculty past and present, and to give the expanded archives an honorable place in the light.

Gertrude Noyes ’25 and Frances Brett, both long time dwellers on the hilltop, were asked to undertake the project as sleuths, organizers, historians. As they unearth treasures, risibles, and incredibles, they will make them available to the News. These pictures are a sample.
1. Home of Mrs. E. H. Arnold in West Hartford where the first meeting for founding Connecticut College was held in the spring of 1910.


3. An unsigned Rockwell Kent drawing for Connecticut College; this one (Plant House? 1913) appeared in his biography, It's Me O Lord. Kent was employed by architects Ewing and Chappell to make working drawings "look good" to clients.
The Action on Campus

After the long winterim the College reopened with bounding vigor on January 24. A look around revealed many changes in faculty, student body, and campus activity.

- Mr. Christian Gellinek assumed the chairmanship of the German department, and Mr. William Barnwell returned as part-time lecturer from Yale to repeat his course in *Black Music and Its Place in Contemporary Society*. The art department made two appointments: Mr. Donald Schneider, who is giving the course in architecture, and Miss Maureen McCabe, whose exhibition, *Collages and Assemblages*, is currently exciting much favorable comment. Mr. Johnson is serving as acting chairman of the religion department in the absence of Mr. Wiles, who is on leave at Cambridge University. Mr. Meredith returned from Pittsburgh, where he held the unique position of Writer in Residence at the International Poetry Forum. In this honorary chair, he read poetry at the six sponsoring colleges and at a poetry workshop open to the public at the Carnegie Library.

In this highly mobile period, six students were admitted at midyears as an advanced guard of the Class of 1975; and eleven transfers came from such varied institutions as Monmouth College, the University of Washington, Case Western Reserve, Colorado College, and the Nederlandsche Lyceum. Thirty-six students returned from a semester abroad or at other colleges, while a similar number took off for a semester in temporarily more alluring pastures. Thirteen left to study in England, France, Italy, Denmark, and Israel; and eight are visiting other colleges in the Consortium. Eleven seniors completed their degrees in December, and six others are taking their final semester elsewhere. Exchanges and variety of college experience are the style of the day.

- Activity at the graduate level has steadily increased with a current enrollment of fifty-nine registered degree candidates (twenty-seven men and thirty-two women; forty-three candidates for the M.A. and sixteen for the M.A.T.) and an additional eight writing their theses. The French department accepted its first graduate students this year, and the Spanish department opens a graduate program in the fall.

- Despite the most formidable competition ever, the class of 1971 has gained some of the most distinguished awards. As Watson fellows, Dale Chakerian will study early Armenian art; and John Walters will trace political, social, and cultural developments in the U.S. Virgin Islands from the days of Danish dominance. Arlyn Roffman has been named an alternate Watson. Margaret Hackenberger also has our congratulations on winning the esteemed Woodrow Wilson Fellowship.

- Dean Cobb reports that the College was selected to participate in a pioneering Student Research Program initiated by the Connecticut Research Commission to give undergraduates a better understanding of the role and methods of contemporary research. One feature of the program was the requirement that, with the advice of Dean Cobb, it be organized by a student committee, which would receive the proposals, select the most promising, and allocate the funds. The total sum of $1000 was distributed to thirteen students working on independent study or honors projects, who will report to the Commission on the procedures followed and the results obtained. The variety of their topics may be of interest: *The Influence of Japanese Art on Van Gogh* (involving the translation of an article from the Dutch), *An Assessment of Contemporary Canadian Attitudes toward the United States through Interviews, Observation, and Research*, *The Attitudes of Elementary School Age Children toward School and Teachers* [a joint project of two students], *The Black-Crowned Night Heron in the Northeast, Preparation of Rough Copy for a Book on the Candidacy of Senator Eugene McCarthy*, *A Study of the Ultrastructure of Gemmules of a Marine Sponge from Mystic Estuary*, *The Impact of Three Supreme Court Decisions on the Juvenile Court System*, *The Culture of the Gilded Age as Seen through its Architecture*, *The Restoration of Inhibited Copulatory Behavior in Male Rats by the Introduction of Fear-inhibiting Stimuli*, *A Comparison of the Unedited...*

- While the academic program operates in high gear and many students carry heavy commitments downtown, the usual program of campus events continues at top speed. Some of the high points have been: a dramatic lecture on *Women in Politics* by Representative Shirley Chisholm, a concert by the new Music Faculty Chamber group, and the Bernstein lectures in government on *The Nature of America's Urban Crisis*. Black History Week was observed by a photography and book exhibit and a talk by Mr. Cunningham of the history department on *Blackness in American History*. The Connecticut chapter of Phi Beta Kappa initiated twenty new members, including seven Winthrop Scholars, and heard a lecture by Professor McKendrick of Wisconsin on *The Influence of Roman Architecture*. The National Theatre Institute has brought many of its programs to campus, including a striking performance by the National Theatre of the Deaf and a series of lectures by well known directors, including Michael Kahn of the Stratford Shakespeare Company, Jon Stone, scriptwriter and producer of *Sesame Street*, and various puppeteers. Mr. McCloy, Mr. Lukosius, and Mr. Smalley exhibited their recent work; and informal Sunday afternoon talks on travel to unusual places were given by Mr. Chu on Taiwan, Miss Wheeler on the Galapagos Islands, and Mr. Strenski on Ceylon. The College was host recently to the New England Intercollegiate Swimming Meet, and of course the Camels, our men's basketball team, are continuing their arduous plodding toward fame.

**Action in the Community**

The College's relations with the community continue to be a prime factor in college life and planning. Margaret Snow Athenor, director of the Office of Community Affairs, has arranged eight internships for this semester, with students doing research for the City Council and working in the offices of the city manager and the director of finance. Legacy and the Redevelopment Agency as well as in the president's office at the new Mohegan Community College. A student member of the board of the Thames Valley Council for Community Action is having the unusual opportunity of working closely with several neighborhood organizations and civic action groups. Another student has prepared and circulated a directory for the Speakers Bureau, listing faculty and students who are available to speak on their special interests to civic groups. About 140 grammar and junior high school children can be seen on the campus afternoons, as they come for tutoring by students from Connecticut, the Coast Guard Academy, and the Williams School. Late in the spring the OCA is planning a Spanish-American forum as an important step toward better understanding of the problems and potential of the large Spanish-American community. Meanwhile one of the students' longest commitments, the sponsorship of Learned House, maintains its viability; and substantial numbers are working at Seaside Regional Center and the Lawrence Hospital.

**Planning the Action for Next Year**

As the catalogue for 1971-72 will not be published until August, the faculty has had more time for the revision of course offerings. A random sample of new courses, most of which are replacements, indicates the variety of content and approach expected in the curriculum to-day. Mr. McColy will lecture on *Art since 1945*, Mr. Goodwin and Mr. Niering will teach *Ecology and Man*, the chemistry staff will offer a cooperative course in *Environmental Chemistry*, and Mrs. Hannah (education) will give a course in *Creativity and Learning*. Other innovations include: *German, Linguistics; history, Twentieth Century Europe; philosophy, Radical Trends in Recent Thought; religion, Jewish-Christian Dialogue; sociology, Ethnology of South America; American Studies, The Thirties; and Asian Studies, Chinese Art and Culture.*

- Faculty promotions for next year have been announced as: to professorship, Miss Doro (government) and Miss McKeon (chemistry), the latter presently on leave as visiting professor at Wesleyan; and to associate professorship, Mrs. Ohmann (English), on leave writing on the contemporary novel, and Mr. Woody (philosophy).

- Sabbaticals for next year reflect the continuing study and growth of the faculty. In the first semester Mr. Chu hopes to finish his *Art Reader*, and Mr. Smalley will study and work on sculpture abroad. In the second semester, Mrs. Prokesch will study the influence of the adrenal hormones using our electron microscope. Mrs. Gellinek will study the interaction of the Classical and the Romantic movements in Germany, Mr. Kolb will work on *Cervantes and Hispanic criticism*, and Mr. Woody will work on his book on the philosophy of freedom. Miss Doro will return to East Africa for the year, doing research in Uganda and Kenya and preparing her text on *Pan Africanism*, while Mrs. Despalatovic will study the rise of the Peasant Party in Yugoslavia, and Mr. Price will prepare an introductory text in art appreciation and revise his dissertation on *D'Aubigny* for publication.

- Recently President Shain appointed Mrs. Seymour Hendel (B.A. Barnard, M.A. Connecticut) as part-time administrative assistant for the spring term to explore new ways in which the College can serve the educational interests of the community. A significant start on such a program was made several years ago by the Return to College program, which is under Mrs. Pond's supervision. That thriving enterprise now has eighty-one women and twelve men enrolled as degree candidates, while another hundred and nineteen local residents (sixty-five women and fifty-four men) as special students are taking from one to three courses for credit. Mrs. Hendel will confer with local groups and present recommendations for an expansion of extension services.

On all fronts the College is responding to the imperious challenges of to-day's society for ACTION, GROWTH, AND CONCERN.
Optimism in the Financial Crisis

John A. Falcone
Treasurer and business manager

There has been a good deal of comment concerning college finances these days, especially with the report issued last December by the Carnegie Commission on Higher Education. This report warned that higher education was facing "the greatest financial crisis it has ever had" with two-thirds of the nation's colleges and universities either in grave financial difficulty or headed for trouble. Connecticut College was not one of the colleges studied by the Carnegie Commission, but last fall I would have described Connecticut College as "headed for financial trouble." Today, thanks to the efforts of many, I can now describe us as "not in financial trouble."

Why the change? For the past several years Connecticut College has been operating with a deficit budget relying on gift money received from the 50th Anniversary Fund drive or other reserves as a source of funds for meeting annual operating expenses incurred in excess of operating income received. Last fall when we prepared the first draft of the 1971-72 budget estimate, expenditures exceeded income by $1,226,000. If such a condition had been permitted to exist we would indeed have been headed for financial trouble.

The most distressing thing about the excess of expenditures over income was that many fixed costs over which the College has little or no control, such as insurance premiums and utility rates, increased so dramatically. The only new program added was the establishment of a long overdue Computer Center, primarily for educational purposes but adaptable for administrative use as well. Salaries is the largest single item of expense in any college budget and a proposed 6% increase in salaries, which would merely cover the increased cost of living, totaled almost $250,000.

That first budget draft was reviewed in depth by the Student-Faculty Development Committee in an attempt to obtain as much student and faculty insight into fiscal priorities as possible. After accepting most of the Committee's recommendations, a realistic, balanced budget was achieved, In brief, it was balanced by reducing expenditures $720,000 while increasing income $506,000. All expenses had to be justified in terms of their relative value to the educational program as a whole. Salaries will be increased less than anticipated by raising lower salaries 5% and middle salaries 3%, while providing no increases to higher salaries. The number of faculty will be reduced from 156 full time equivalents to 153. Some administration and maintenance jobs will be eliminated. All Auxiliary Enterprises, such as the Bookshop and Faculty Housing, will be put on a "break even" basis.

Increasing income is more difficult. Expenses can be controlled through effective accounting procedures, but additional income may not materialize. Next year we plan to increase the size of the student body from 1561 full tuition equivalents to 1611. We hope our alumnae and friends will contribute at least the same amount of spendable money for budgetary purposes next year as they did last year. We will eliminate all discounts at the Bookshop and increase Faculty Housing rents to the break even point. As a final source of new income, and one which we sincerely regret, we will increase tuition charges by $200 from a resident comprehensive fee of $3750 per to $3950.

Because we have a realistic, balanced budget for 1971-72, I said we are not in financial difficulty, but I say this with some reservations directly related to the sometimes unforeseeable income side of the budget:

1. Can we enroll and find housing for as many as 50 more students next year?
2. Will we receive the same amount of State Aid next year as we have received in 1970-71?
3. Will gifts from alumnae and friends, which significantly support our current operating budget, increase slightly?

If I had a reliable crystal ball that could give me affirmative answers to those questions and to similar questions for succeeding budget years, I would be able to say, with far more confidence, that Connecticut is "not in financial trouble."
Five years ago the idea would have been absurd. Today it is an urgently relevant question . . . one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the ultimate question:

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT
Dear President X:

I am writing to explain my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the “running of the store.” Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called “establishment.” By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can sound like a reactionary when he takes issue with the radical students of today.

Sincerely,

Alumnus Y

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Dear Alumnus Y:

I am very sorry to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won’t try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems
were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

Consider, if you will, society’s other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, “Individuals may form communities, but only institutions can make a nation.”

This university is indeed involved in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board. Sincerely,

President X
The letters on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation's campuses.

"For the first time in history," says Roger A. Freeman, former special assistant to President Nixon, "it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval."

The people's faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, "I just can't hear you. Your hair is in my ears.")

"How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

"When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster."

Many state legislators are indicating by their actions that they share the Vice President's views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

"The public has clearly indicated displeasure with higher education"

The chancellor of California's state college system described the trend last fall:

"When I recently asked a legislator, '. . . Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'"

"We find ourselves confronted with a situation unlike that of any previous year. The 'public,' through the legislature, has clearly indicated displeasure with higher education. . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall."

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, "It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable."

"If this apparent loss of faith persists, America's institutions of higher education will be in deep trouble. Even with the full confidence of the American people, most of the nation's colleges and universities would be experiencing financial difficulties. Without the public's confidence, it is now evident that large numbers of those institutions simply cannot survive."

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: "We are facing what might easily become a crisis in the financing of American higher education." And it concluded: "Unless the American people—especially the college and university alumni—can come alive to the
reality of higher education’s impending crisis, then the
problems of today will become the disasters of to-
morrow.”

Tomorrow has arrived. And the situation is darker
than we, or anyone else, anticipated—darkened by the
loss of public confidence at the very time when, given
the best of conditions, higher education would have
needed the support of the American people as never
before in its history.

If the financial situation was gloomy in 1968, it is
desperate on most campuses today. The costs of higher
education, already on the rise, have risen even faster
with the surging inflation of the past several years. As
a result of economic conditions and the growing reluc-
tance of individual and organizational contributors,
icome is lagging even farther behind costs than before,
and the budgetary deficits of three years ago are even
larger and more widespread.

This situation has led to an unprecedented flood of
appeals and alarms from the academic community.

► James M. Hester, president of New York Uni-
versity and head of a White House task force on higher
education, states that “virtually every public and private
institution in the country is facing severe financial
pressures.”

► A. R. Chamberlain, president of Colorado State
University, sees financing as “the most serious
problem—even more serious than student dissent—that
higher education will face in the 1970’s.” Many state
legislators are angry, and the budgets of dozens of
publicly supported colleges and universities are feeling
the effects of their wrath.

► The smaller and less affluent colleges—with few
financial reserves to tide them over a period of public
disaffection—may be in the direst straits. “We are dying
unless we can get some help,” the president of Lake-
land College, appearing in behalf of small liberal arts
institutions, told a congressional committee. He added;
“A slow death as we are experiencing goes practically
unnoticed. This is part of our problem; nobody will
even notice until after it happens.”

(Few noticed, perhaps, the demise of 21 institutions
reported in the 1969-70 Office of Education Directory,
that about one-fourth of all private liberal arts colleges
in the nation are now drawing on their endowments
in one way or another to meet operating expenses.

► At least half of the 70 private colleges and uni-
versities in Illinois are operating at a loss. A special
commission created to study their fiscal problems
warned that deficits “threaten the solvency, the quality,
the vitality—even the survival—of some institutions.”
The lieutenant governor of Illinois predicts that one-
third of the nation’s private colleges may go out of
existence by the end of the decade, unless state govern-
ments provide financial assistance.

► Predominantly black colleges and universities are
feeling the pinch. The former president of one such
institution put the problem in these terms: “If all the
black students at Harvard, M.I.T., Brandeis, and the
main campus of the University of Virginia were sud-
denly to drop out of college, there would be headlines
all over the country. But the number of black students
who will drop out of my school this year is equal to the
number of black students at those four schools, and
nothing will be said about it. We could keep most of
them for another $500 apiece, but we don’t have it.”

Even the “rich” institutions are in trouble. At Yale
University, President Kingman Brewster noted that if
the present shrinkage of funds were to continue for
another year, Yale “would either have to abandon the
quality of what we are doing, or abandon great dis-
cernible areas of activity, or abandon the effort to be
accessible on the merits of talent, not of wealth, or of
race, or of inheritance.” As the current academic year
began, Yale announced that its projected deficit might
well be larger than anticipated and therefore a freeze
on hiring would be in effect until further notice—no new
positions and no replacements for vacancies. The rest
of the Ivy League faces similar problems.

Photographs by Erich Hartmann, Magnum

The situation is darker
than we—or anyone
else—anticipated

R etrenchment has become a household word
in campus administrative offices and board
rooms everywhere. It is heard at every type
of college and university—large and small, public and
private—and in every part of the country. For example:

- One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.
- Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.
- Tufts University has eliminated its school of theology.
- Case Western Reserve University has terminated its graduate physical therapy program.
- A large university in the South has been forced to phase out six Ph.D. programs.
- Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.
- Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.
- A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: “In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up.”

The financial situation is nowhere more urgent than in the medical schools. Forty-three of the country’s 107 medical schools are in such severe financial straits that they are getting “disaster grants” from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that “the whole financial structure of our medical schools is gravely threatened.” He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: “Cutbacks now in scientific research may cost the nation its leadership in science and technology, and its economic well-being in the decades ahead.”

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Philip Handler, president of the National Academy of Sciences, has said: “Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles.” The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

What all this adds up to is a crisis of unprecedented proportions for higher education—“the greatest financial crisis it has ever had,” in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr’s commission recently determined that two in every three U.S. colleges and universities were facing financial “hard times.” Some 540 institutions, the commission estimated, were already “in financial difficulty”; another 1,000 were found to be “headed for financial trouble.”

“Serious enough to be called a depression,” was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

Alarms about higher education’s financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government’s, or the state legislatures’, or the alumni’s coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.
The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: “In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular.”

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

► The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.

► The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.

► The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was $700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt institutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.

► The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had $223-million in applications for loans not approved and $582-million in grants not approved. Since then only $70-million has been made available for construction.

► The National Aeronautics and Space Administration has reduced its obligations to universities from $130-million in 1969 to $80-million in 1971.

“Losing federal support,” says a university research scientist, “is almost worse than never having received it.” Since much of higher education’s expansion during the ‘60’s was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: “A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated.”

Much the same can be said about state funds for public higher education. The 50 states appropriated $7-billion for 1970-71, nearly $1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

“Austerity operations are becoming a fact of life for...
a growing number of institutions,” says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University’s capital construction request for this year was cut from $11.4-million to $2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing $3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that “private giving is simply not keeping pace with the needs of charitable organizations.” The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

“That is the scary part of it,” commented one development officer. “We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run.”

All of this quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

- Much of the nation’s technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country’s scientific advancement will be slowed.
- The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.
- For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on
capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

- Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation’s poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

- An emergent national goal in the 1970’s will be the cleaning of the environment and the restoration of the country’s urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

“The tragedy,” says the president of a large state university, “is that the society is rejecting us when we need it most—and I might add when it most needs us.”

The public’s loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public’s growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation’s educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

“We are in a crossfire,” a university president points out. “Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals.”

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

“To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner.”

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society’s own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: “A society that cannot trust its universities,” he said, “cannot trust itself.”

“The crisis on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves
as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole.”

Thus did the President’s Commission on Campus Unrest begin its somber “call to the American people” last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

“What is surprising,” notes a college alumni relations officer, “is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil.” He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater.

“Wouldn’t it be something,” he mused, “if the ones we never hear from rallied round us now.” Wouldn’t it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.
On Moving East, Middle East

I entered Connecticut College in September 1966 and if my plans and life had not changed in the course of the last four years, I would have graduated with my class last spring. However, after spending my junior year abroad in Israel, I decided to stay and continue my studies here. Although I love my new home, I have fond memories of Connecticut. Perhaps you would be interested in what I am now doing and my reactions to my new life in Israel. I have therefore included an essay with this letter in which I have tried to express my responses to the country, its people, and the problems it poses for an American trying to integrate into its society.

Janice Blankstein
13 Haari Street
Jerusalem, Israel

Enclosure:

Today I live in the country you see splashed across the front pages of the New York Times, in the country the news announcers seem to mention hour after hour. I no longer study in New London, I "learn" in Jerusalem. I no longer live in New York, but in Tel Aviv. I had always been interested in going abroad for my junior year; so in 1966 I left Connecticut to join the Junior Year Abroad Program at the Hebrew University of Jerusalem. My family arrived in Israel at the same time with intentions of settling (as they have done very successfully). The one year program became a three year program, and at the end of this year I will receive a B.A. in International Relations from the Hebrew University. The program and the life at the Hebrew University is as similar to Connecticut College as Hebrew is to English; they are total opposites from the word "go."
The whole conception of the function of the university in relation to the society and to the individual is different.
The Hebrew University is much more career-oriented. "What can you do with that major when you graduate?" is a question always asked of university students. As a result, except for Arabic studies which are considered extremely useful and desirable since the Six Day War, there are relatively few male students in the humanities. The aim of the university is not to give a liberal arts education and create well rounded minds. That is the function of high school. The university wants to produce young men and women very knowledgeable in their major who will go on to fill important positions in their field. For this reason, the course content tends to be highly specialized. The departments pretty well lay out the program for their students by setting many requirements. A B.A. degree in theory takes three years; therefore, the course load each year is much heavier than in the States. Students in the humanities and social sciences attend twenty-two to twenty-eight hours of lectures in a week, each two hour course being given once a week for a whole year. Americans find it quite confusing to be studying ten to fourteen different subjects at once, but Israelis are comfortable in a system which they are accustomed to from high school.

A great deal of self-discipline is expected because exams are given only once a year — in July. Since lectures are usually in Hebrew, while most books are in English, there are language problems for both Israelis and foreigners.

In Jerusalem there is only a limited campus life. The university does not play as important a role in the life of the Israeli student as in that of an American student. Most students work part time; many are married, and a good number of their friends are outside the university. Students live all over the city; however, there is a vast building program to provide more dormitory space. More important, the Israeli student is older than his American counterpart, being at least twenty-one when he enters the university after three years of army service. For many reasons, clubs, discussion groups and sports are not well supported by the students, although they do attend the weekly concerts, films and political lectures.

Just as their life does not center around the university physically, neither does it intellectually. The campus here is not a world in itself. The gulf that exists in the States between the university and the society and government is non-existent here. Students are not in revolt against the Establishment, but, strangely enough, are very much part of it. Many students in Jerusalem work in government offices because the city is the capital. Every male student does forty or sixty day military reserve duty each year alongside with professionals, workers, businessmen and government officials. Most students are officers in the Reserve and may hold ranks as high as major; they may even be their professor's commanding officers.

Foreign students, of whom there are over three thousand, do not come to the university and simply fall into a self-contained world. As a student, each is part of the whole society and must adjust to Israel's way of life rather than to the university's. His occupation is student, but he does his shopping in the same markets with Israelis from the richest and the poorest sections of town. He eats in the restaurants that workers frequent and dances in the discotheques with the local youth.

For me, as well as the other students from abroad (Americans, French, English, Belgians, Dutch, South Americans, North Africans, Eastern Europeans, and a few Japanese), the initial period involved an adjustment to a new way of life as well as a new university. The discovery and gradual understanding of unfamiliar aspects of the society was a tremendously thrilling and often unnerving experience. At first, when everything was new and exciting, I even got a kick out of buying fruits and vegetables in the open air market and bargaining for hand blown glasses in the Arab souk within the walls of the old city. Merely sitting on a bus with housewives chattering away in ten different languages laden with food, fresh bread, flowers, and wine made me appreciate the vitality of life. Then, with the quiet that falls over Jerusalem around three o'clock on Friday afternoon when public transport stops, shops close for the weekend, and everyone is home preparing for the Sabbath, I suddenly appreciated the peace that life sometimes offers. Because my whole environment and frame of reference suddenly changed and the differences between the old and the new stood out, I have become more aware not only of both American and Israeli society, but of life as a whole.

With time, I become more and more Israeli myself. I am becoming fluent in Hebrew — the language of the Bible and of the best sellers, of the university and of the streets, of the synagogues and of the clubs. As the country passes from one crisis to the next, I have become more and more involved in the political and military fears of Israel. The question in my mind is no longer what are "they" going to do about this, but what are "we" going to do about it. Confusion as to who is meant by "we" and who by "they" clears as the months turn into years. Like every Israeli, I listen to the news broadcasts every
hour, and my heart stops at the news of another hijacking or another young soldier killed; and I breathe a sigh of relief when the announcer says, "Kol Matosaaynoo hazzroz ba shalom" — "all our planes returned safely."

Within the past two years I have become part of a young and vital society. There exists a tremendous amount of unity directed towards building and defending the country. Common occurrences in the States, such as the building of a new skyscraper or the hosting of an international sports championship, make Israelis feel proud and happy. There is special joy in the knowledge that we are making progress in Western terms.

Despite the war which drains much of the country's energy and which depresses the Israelis, there is unexpected optimism among the people. It is a country which has witnessed miracles and lives on faith and hope for the future. The mood of the day varies directly with the state of the world; however, there is a uniformity in that mood throughout the entire population. There exists the feeling so characteristic of every "movement" — we're all in this together, and everyone else is either against us or neutral.

Although Israel lies in the shadow of war and the center of the turbulent Middle East, day to day life goes on. Israelis continue to enjoy sunning on the Mediterranean beaches and following the soccer matches. They indulge their passion for theatre by attending translations of English, French and German repertory as well as original Hebrew plays. Famous musicians make annual concert tours of Israel; Zubin Mehta is artistic director of the Israel Philharmonic and spends several months here. Youngsters go to Scouts on Friday afternoon and on Friday night dance to the music of the Beatles and the Cream. Students must see Zobriskie Point and John and Mary and read the Hebrew translation of Portnoy's Complaint.

Spicing the flavor of Western culture are the Oriental aspects of Israel: humid weather with its hot desert winds, Arabic radio music blaring in the streets, hot pungent foods sold by vendors, the sound of the muezzin calling the Moslems to prayer. Every once in a while the underlying Eastern culture bursts through the modern. During these two years I have slowly grown sympathetic with President Shain's letter, but are not particularly motivated. We are always told our colleges are desperately in need of increased contributions. What we are not always told is why and for what. Most agencies who receive funds from charitable organizations must report in detail where funds were spent and where future funds are needed. In this respect, our contributors really know whether or not they wish to support particular fund raising campaigns. College alumnae should be entitled to the same facts. For example, alumnae should know not just how much is spent for scholarships but more about those who receive such aid. Names are not necessary, but information about majors, club activities, and campus or community jobs could be meaningful to alumni contributors.

This year President Shain has tried to arouse interest by explaining what the College will do to reduce costs. Again, however, no details are given. The elimination of some things is always necessary during a financial crisis. But when we speak of elimination during our own crisis, we are specific — a second hand car instead of a new one, a shorter vacation, no new carpeting. When President Shain speaks of cutting back on course offerings, he may mean already designated courses or may simply be offering a possible, unformulated scheme. If courses are already designated, alumnae should know which ones. Are they courses offered alternate years or every three years, courses in which little interest is shown, or are they courses alumnae found valuable because of their relevance not only to their years as students, but years as professionals, wives and mothers?

Alumnae are besieged by too many contribution requests and often must ignore many. They are hardly going to be excited by one more campaign using the stereotype balance sheet or terms. So many dollars spent for an addition to the library [2 music listening rooms, 1 room for a special collection of Chinese and Japanese literature and a storage room for tapes of famous plays] means more to an alumna than a fourth bedroom and den to her home than so many dollars for "building expansion." Nor will...
clever slogans and nostalgic photographs alone motivate alumnae. A detailed explanation—the facts behind the figures—presented with the past year's budget and the next year's estimated expenses will tell alumnae exactly what they are paying for.

We want truth in lending, and correct weights and contents listed on products. Why should alumnae be expected to settle for less when it comes to donations? The College should find that, in this case, truth in advertising may well dispel false impressions, and motivate interest in the Annual Giving Program through arousing interest in the College and its needs.

Catherine Maddock Lawrence '67
Wilmington, Delaware

Reply
I agree with Cathe Maddock Lawrence that alumnae should know where their gift dollars go. That is why every AAGP fund appeal for the last five years has emphasized that all unrestricted alumnae gifts are used for student aid. The three 1968-69 mailings were entirely concerned with this fact: one of them presented a photograph and profile of six typical students who receive alumnae support. Last year the theme of our appeal was "educational vitality" and this year it was "decision-making," but in every folder we have pointed out that all unrestricted gifts are used for scholarships, grants-in-aid or student emergency funds.

Each fall every alumna receives a Gifts Bulletin which accounts for each dollar given to the College, whom it came from and for what purpose it was used. Alumnae are encouraged to designate their gifts for a particular purpose and the Treasurer's office makes certain that their wishes are carried out.

Of the $316,011 contributed through AAGP last year, $91,534 was given for other purposes; $9,481 was earmarked for various endowed scholarship funds, and $215,016 was either unrestricted or specifically designated for current scholarships. That $215,016 has been used this year to defray a large share (40%) of the $533,962 provided by the College for scholarships and grants-in-aid to 414 students.

414 is a lot of students; compiling information about their academic interests and extra-curricular activities would be a major job. And with college fees rising to $3,950 next year, we can expect that an even larger number will need some assistance.

All colleges today are doing everything possible in an attempt to avoid deficit spending, but the one budget item that Connecticut has never cut is Student Aid. Without adequate funds for this purpose, private colleges would become institutions for only the rich, and one of the chief values of a college education would be lost—the experience of living and learning with people from a diversity of backgrounds. That is why the support we give through AAGP is so vitally important.

Jane M. Gullong '67
Chairman, AAGP

Act Now
For the first time in the history of the Federal Communications Commission, an Inquiry has been set up to look at many aspects of television programming and commercials aimed at children. The public now has a unique opportunity to write to the FCC and express criticisms and concerns about what's on television for children. The broadcasters and advertisers will be writing too—and it is vital that the FCC hear from the viewing audience, who traditionally remain silent.

I urge Connecticut College alumnae concerned with the effects of television on children to write now to the Commission asking that guidelines be set to provide diversity of programming and an elimination of commercials on children's TV.

Comments should be sent to Chairman Dean Burch, FCC, 1919 M Street N.W., Washington, D.C. 20554. Please refer to Inquiry #19142.

The FCC Inquiry is the result of a petition from Action for Children's Television (ACT), an organization which started in my living room three years ago, and now has members in 36 states. ACT believes that national guidelines would persuade broadcasters to consider the needs of the child above the demands of the profit motive, and would encourage sensitive and child-centered individuals to create and produce quality programming without commercial exploitation.

More information is available from Action for Children's Television Inc., 33 Hancock Avenue, Newton Center, Mass. 02159.

Peggy Walzer Charren '49
Newton Centre, Mass.

Reprinted from The New York Times, December 27, 1970
"My daughter Claudia still talks about the Blue Lady," it is Peggy Charren talking, one of the founders of Action for Children's Television (ACT). She is sitting in the living of her house in the upper-class suburb of Newton, Mass. She is an attractive woman wearing what appears to be a handmade Portuguese dress. The rugs are oriental, the paintings modern.

"It was a holiday," Mrs. Charren continues, "and Claudia was home watching television. She came running in to me, screaming. This Blue Lady was strapped to a table and she was being electrocuted. Claudia had nightmares afterward. I even talked to a doctor about it. I called the TV station and asked why they put that film on when they knew the kids were home. They said they'd put it on for the kids. They thought the kids would like it."

We're talking at an informal meeting of ACT, an organization which lives up to its name. The group recently organized the first National Symposium on Children's Television which brought together parents, physicians, educators, legislators, TV executives and manufacturers at a series of panel sessions in Boston. But ACT really made waves when its guidelines for children's programming were issued last February as a public notice by the Federal Communications Commission. The ACT guidelines urged that children's programs be totally non-commercial, and that 14 hours of programming for children of various age groups be made available as a public service by each station.

The move by the FCC was surprising: it rarely ventures into the area of program content. The public notice had no legal force, but it gave warning to broadcasters that the commission was interested. The broadcasters, predictably, howled and poor-mouthed. Now ACT hopes the FCC will take the next step and propose its guidelines as Federal regulations.

"That's what put us on the map," says Mrs. Charren. "To get any effect, you have to go where the power is—where the rules are made. When we went to the FCC, broadcasters and the press started to listen. That was the major difference between us and other groups interested in the same things we are."

Earlier this month, ACT went to the FCC again, this time to complain about some television commercials for children's toys which had already
been cited as “deceptive” by the Federal Trade Commission. The ads — for Mattel’s “Hot Wheels” and Topper Corporation’s “Johnny Lightning” miniature racing car sets, and for Mattel’s “Dancerina” doll — were still running before Christmas. The group asked the FCC to require that stations provide substantial air time, under the principle of the “fairness doctrine,” so that ACT could refute the “misleading” commercials.

ACT got started in 1968 when Mrs. Charren started talking to other mothers in Newton. All agreed that children’s programming was rotten. When a Boston station dropped half of the popular “Captain Kangaroo” show, the newly united mothers organized a protest demonstration and the station backed down. ACT now has some 500 dues-paying members in 28 states, but through alliances with other groups it can mobilize supporters numbering well up in the thousands.

A Crusade

Continued from page 3

That same year saw a new kind of victory, one which I believe really broke the deadlock between the almost unamendable state constitutions and a Congress that would not listen without many more suffrage states: Presidential Suffrage for women in Illinois. Lucy Stone, one of the great pioneers, had pointed out many years before that the Federal Constitution gave to the state legislatures the right to say who could vote for Federal electors, in other words for President. No state legislature in those days would consider giving women a vote in that way. But a lucky political situation in Illinois in 1913 gave the Progressives the balance of power, and their leader, Medill McCormick, firmly believed in woman suffrage. The women in charge of the campaign had a real sense of political strategy. They were almost the first to apply the card-catalogue method of lobbying. During the long weeks of deadlock while the legislature was trying to get itself organized, the women found out all there was to know about every man. They classified them, hopeful, possible, hopeless, and let the hopeless severely alone, so that their enemies would not know what was happening. When the bill got on to the floor, the opposition, realizing that they were losing, tried the usual tactics of delay and amendment. One such sounded very plausible and the outcome was uncertain until McCormick leaped upon his seat and in stentorian tones called out, “A vote for that amendment is a vote against the suffrage bill.” To the fury of the opposition the move was stopped and the bill passed soon after.

The political effect of this victory was enormous. True, it gave women the right to vote only for President and certain local offices that had been created since the adoption of the State Constitution. But politically, the presidential vote was so important that women now had to be reckoned with quite as much as men, wherever they held it. The other suffrage states were western and agricultural, but here was a state east of the Mississippi, with the second largest city in the country, and a big industrial state as well. If suffrage would work in Illinois, it would work anywhere, and the Illinois women set about the business of making good on their new responsibilities with great seriousness and considerable success.

In this connection I am reminded of my Italian cook, who wanted to know what all the excitement was about. When I told her, she said, “I am now the equal of my husband?” I said, “Yes,” whereat she vanished and reappeared the next morning with a very black eye but still triumphant.

1916 was a presidential election year and the parties were about to meet in their national conventions. Mrs. Catt decided the time was ripe for demonstrations. She planned a parade of women to take the suffrage plank to the Republican Convention in Chicago. The day for the parade dawned and with it came the worst cloudburst Chicago had ever seen. But to the everlasting glory of their sex, nearly 8,000 women marched the long distance from the Loop to the Coliseum. Some of them were over eighty years old but no one got pneumonia — a good cause is very warming. The Resolutions Committee was in session on the stage built up on the floor of the Coliseum and, as the last marcher entered, the president of the Antis concluded her peroration: “In the name of the women of America, gentlemen, we beg of you, do not force this burden upon them, they do not want it.” She turned to face a hall full of dripping women, their colored scarves running over their uniforms and their straw hat brims hanging in ruffles about their faces, looking grim denial of that statement. They had faced pneumonia and cheerfully made guys of themselves to show just how much they did want it. The contrast was impressive. We got our plank and the Democrats followed a week later in St. Louis with another, favoring suffrage “by state action.”

Armed with this party backing the campaigns for presidential suffrage went well. Some southern states gave women the right to vote in the primaries, which, since they were one party states, was the political equivalent of full suffrage. Then in 1917 came the great New York victory and the time for the final attack on Congress had arrived.

The Amendment passed the House and on the same day (January 10, 1918) English women got their full suffrage from what had been considered the most conservative parliamentary body in the world, the House of Lords. That distinction then passed to the United States Senate where the fight now was. The Prohibition Amendment had already carried and it was hard to understand the delay on the woman’s measure. The poll showed two votes short and appeals were made to President Wilson to do what he could with the Democrats and to the Republican leaders as well. They tried their best but the Amendment lost. Then the suffragists decided that, since they could not change the votes, they had better change the men, and at the fall elections they succeeded in defeating two of their most bitter enemies.

The new Congress was Republican, so the Democrats, unwilling to let the credit for enfranchising
the women go to their opponents, brought the Amendment up again in the Lame Duck session that still remained to them. The form had been slightly changed to make this possible. Two of the friends of suffrage in Congress had died and their places had been filled by men hostile to it. There were other shifts, but the Amendment finally lost by one vote. By this time twenty-six other countries had enfranchised their women and the delay was very hard to bear. Congress was not due to meet until December, but President Wilson called a special session in May 1919, and among other things earnestly urged the passage of the suffrage amendment. It went through the House in record time and on June 4th the Senate capitulated. Then came ratification.

When I think of those seventy-two years of ceaseless toil — the courage, the resourceful skill, the long slogging persistence — and remember that in spite of abuse and betrayal not one act of violence was committed by American women in order to make democracy complete — my blood thrills to have had even a small part at the end of so honorable a page of human history.

**Restoring Interest**

*Continued from page 5*

make the best a little better is great, and after all, excellence should be rewarded. But thus far we have been so impressed by greater need elsewhere that we have not taken that particular school. We know, however, that there are disadvantaged rich as well as poor, and in some cases we have tried to make them aware of their neighbors. Some projects are so poorly thought out that we reject them at once. Others in a rather imperfect state need help with planning, and that we try to give.

The NHF is funded by grants from the National Endowment for the Humanities, most of which must be met by outside gifts. The S & H Foundation, the IBM Corporation, and the Louis W. and Maud Hill Family Foundation have given their support.

You may well ask what impact on the great ocean of American education our activities in thirty-five schools can have. It will not effect a quick transformation, but there are ripples that go out to other schools. For example, at McAllen, Texas, two gifted teachers asked for a critique of the interdisciplinary course they were teaching, and this served as a focus for a regional conference in which other schools shared their experience. There have been other such projects. Video tapes have been made in some places, and these circulate. Now we are putting together bibliographies helpful to teachers, recommending certain translations of the classics, for example, and these will soon be in print. It is all too little, but it is something.

One considerable gain is that college teachers come to know the secondary schools better, and in several instances universities and schools are beginning to work together. The benefits are by no means all in one direction, for there are imaginative and gifted teachers in the secondary schools, and they have widened the educational horizons of the college and university faculties that have come to know them. The reactions of faculty and teachers to our program encourage us. I will close this account by quoting what one faculty member said of his experience:

I thought it was terrific to do something about the American high school system. I have been thinking for the last month about what else one could do and I always come to feel that this is one of the basic things that anybody could possibly have come up with — the idea of getting college faculty who are very interested in teaching together with high school principals and high school faculty and get some kind of discussion going. Also I think the details are very good — the idea of having either one or a very few people from a university spend some time in a particular high school talking with primarily the teachers rather than with students, working together on programs — all that I think is right on the nail; probably nothing better could have been thought of than that. It's an excellent idea.

**Linda Silverman**

*Continued from page 7*

dialects similar to the speech of children I had tutored in the past. It seemed natural that the dialect-speaking child whose phonology, morphology and syntax differ somewhat from standard English would have problems in the classroom where standard English is almost always spoken.

With the help of my advisor, Dr. Jane Torrey, I devised a teaching program to aid the dialect-speaking child in understanding certain standard English forms which are not ordinarily used in his every day speech. I used the program to teach twelve children over a six week period and found that the children's reading and comprehension improved significantly as a function of the training experience. Such teaching programs indicate how important it is for the public school teacher to understand the language of her students. Much time and needless punishment can be spared if teachers understand the nature of the child's dialect and how it differs from standard English.

Many of us have continued these projects throughout the academic year and those who are juniors will have the opportunity to continue their research again this summer. The opportunity to follow up one's ideas by experimentation, to work closely with intelligent and dedicated professors and to share our work with each other all added up to an enriching experience for each URP participant. Most of all, URP offered me the opportunity to unify my worldly and academic interests, thereby bringing meaning to both.
1919 Correspondent:
Mrs. Enos B. Comstock (Juline Warner)
176 Highwood Ave., Leonia, N.J. 07605

1920 Co-correspondents:
Mrs. Philip M. Luce (Jessie Menzies)
1715 Bellevue Ave., Apt. B-902
Richardton, N.D. 58653

Mrs. King O. Windsor (Marjorie Viets)
350 South St.
Wethersfield, Conn. 06109

Helen Gage Carter visited Mildred Howard on her way home from the Cape and they attended Wadhurst and Dorothy Steele Stone's 50th wedding anniversary dinner. A second 1920 couple to be congratulated is John and Isabelle (Betty) Romney Patel. Marjorie Conklin, who was visiting the late husband Malcolm were visited by their grandson, a Dartmouth pre-med student and brought up to their home for the year. Dol, he reminded us, left a husband, a brother of the late Dorothea Marvin Detwiler and was on his way to West Palm Beach, Fla. We are sorry to report that Dora Schwartz Epstein and her husband Max are being Virginia Chase Smith. Dot saw Lydia Marvin Moody '49 in Hartford recently. Ruby Tracy Wegman is in a convalescent hospital. Mabel King Nelson's daughter, Ruth Nelson Thomason, president of the Hartford chapter, is in Africa with her husband and family. Helen Merritt is reporting from the Hannah Benedict Center chapter D.A.R. and she and her brother are both active in AARP and AART. They are members of an international friendship trip and working in a citizenship group in New Canaan. They keep busy in church work. Helen recently attended a luncheon of the Fairfield County Chapter of C.C. alumnae. Constance Hill Hathaway recently had a call from Helen Peale Sumner who was in Norwalk this winter. Jennifer Sperry Thompson's husband died last fall and they have no children. We are happy to report that Mary Conklin has devoted a great deal of her time to the Connecticut competition of Women's Clubs. Amy Peck Yale entertained her daughter, Amy Yale Yarrow, '48 and her husband who are on their way home from a trans-fatigue and a proper caper trip to Japan. Madeleine Fosler has been in Florida. Genie Walsh visited Expo in Japan and then went to Hong Kong, Thailand, and Hawaii. Thailand, especially. "The best trip I've ever taken," says Anna Frauer Allen Zimmerman of the Departments of Art and Art History, was a trip to Africa. Gladys Smith Packard came from Florida to Connecticut last summer to see her daughters, and especially her daughter Nancy's second baby girl, Claudine Smith Hane. Claudine Smith Hane is "enjoying her husband's retirement." He sold his drugstore in January 1970, was feted at a testimonial dinner and presented a scrapbook of his 57 years in business during which he "missed only one day at work, and that because of jaryngitis."

Mildred Howard continues to write for the Home Highlights. periodical of the Women's Club of the Middlesex Community Hospital, and was on their way to a ski trip, and in cold and snow struggled to the top and back. alone and in more snow and cold until they were killed by a speeding car when she was riding a bicycling trip. We extend sympathy to Francis and his family.

We have learned of Helene Liegcy Caper's death on her way to St. Louis to see their children and enjoy winter hikes along the trails in Bear Mountain. Raymond Baldwin's cousin. Catherine Finnegan and Marline Liegey Hatch in Connecticut College Alumnae News. Summer 1971 says that the Norths were in Florida. Madeleine Fosler was an experience to tell their families at Christmas time. The following day Donn will visit their middle son, Rick, and his family. We wish to the faculty back in our early student days. Joe and Virginia Eggleston Smith on May 11 will visit their middle son. Rick, and his family in St. Louis, after which Joe, Ginnie, Rick, and Laura will float on a barge down the Mississippi all the way from St. Louis to New Orleans. Don't forget to write! Helen Forst, a seasoned traveler at home and abroad, said in this winter a trip to Africa is what she wants to do. She is a student of the Middlesex Community Hospital, and was on their way to a ski trip, and in cold and snow struggled to the top and back. alone and in more snow and cold until they were killed by a speeding car when she was riding a bicycling trip. We extend sympathy to Francis and his family.

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Co-correspondent: "I'm busy every minute. Some worthwhile. Some not, also. I can't even type. Just dumb and should be..." David, returned from duty with the Peace Corps in Afghanistan. Ruth Litch Redlack writes from Statesville, N. C.

June '71. Our reunion—make it the best!

Marjorie Halsted Heffron, reunion chairman for our '44th, says replies have come in thick and fast, among them many "new faces" to reunion. Also, many handwritten notes from friends' wives. Urges your still-deliberating friends to come there so we can have a bang-up reunion. Prove there is life in the old gals yet! And don't forget: those "girls," that the "Four Leafletin '27 appears in the top ten classes in percentage in this reunion year let's keep this record of giving!

1928 Correspondent:

Mrs. George W. Schoenhut (Sarah E. Brown)

Fiveorners on Potato Hill

July 15, 1928

Last January Hazel Gardner Hicks attended a New England, Pennsylvania, Dinner in Citizens Bank, where President Shaia was the speaker and reported "that plans for the expansion of the library are being completed." The old reservoir has been swapped off to the city of New London for property the college ownes west of the Arbutus. Already, there is a tidy sum available for this purpose. At the January dinner was Florence Dimmock Porter who is still working and has hopes of attending our next reunion. Hazel and Fort's daughter, Nola, has joined the band and a fourth child is in Rome for five months. The Navy sent him to NATO school, after which an overseas assignment. At Christmas, the family of the daughter of our invitation to the members of your class who expect to return to the campus as members of 1911 class. We express our appreciation of this invitation. There are a few of us who will be at the dinner on January 25th. We will certainly be looking for you...

1929 Correspondent:

Mrs. Arnold W. Katt (Esther Stone) 104 Ave. Jg.

West Hartford, Conn.

June 16, 1929

Our reunion—make it the best!

1930 Correspondent:

Mrs. Frank R. Spencer (Elizabeth F. Edwards) Box 114, Trotta Lane

Harrington, Me.

June 16, 1930

Our reunion—make it the best!

1925 Co-correspondents:

Miss Dorothy Kilbourn 68 Forth Ave. West Hartford, Conn. 06103

June 7, 1925. Our reunion—make it the best!

1926 Co-correspondents:

Miss Hazel M. Oshorn 152 East 80th St., New York, N. Y. 10028

Miss Marie J. O. Thompson 162 East 80th St., New York, N. Y. 10021

June '27. Our reunion—make it the best!

1927 Correspondent:

Mrs. I. Bartlett Getchell (Constance Noble)

6 The Fairway

New Rochelle, N. J. 10603

June '71. Our reunion—make it the best!

1928 Correspondent:

Mrs. George W. Schoenhut (Sarah E. Brown)

Fiveorners on Potato Hill

July 15, 1928

Last January Hazel Gardner Hicks attended a New England, Pennsylvania, Dinner in Citizens Bank, where President Shaia was the speaker and reported "that plans for the expansion of the library are being completed." The old reservoir has been swapped off to the city of New London for property the college ownes west of the Arbutus. Already, there is a tidy sum available for this purpose. At the January dinner was Florence Dimmock Porter who is still working and has hopes of attending our next reunion. Hazel and Fort's daughter, Nola, has joined the band and a fourth child is in Rome for five months. The Navy sent him to NATO school, after which an overseas assignment. At Christmas, the family of the daughter of our invitation to the members of your class who expect to return to the campus as members of 1911 class. We express our appreciation of this invitation. There are a few of us who will be at the dinner on January 25th. We will certainly be looking for you...

1929 Correspondent:

Mrs. Arnold W. Katt (Esther Stone) 104 Ave. Jg.

West Hartford, Conn.

June 16, 1929

Our reunion—make it the best!

1930 Correspondent:

Mrs. Frank R. Spencer (Elizabeth F. Edwards) Box 114, Trotta Lane

Harrington, Me.

June 16, 1930

Our reunion—make it the best!
that she still has the shop which she has oper-
ated since the death of her husband. She had a
surprise visit from Joe Bououghs Kohler and her
husband, who are visiting from Shipwright Har-
bor, Niantic, Conn. Young Sawyer’s oldest son
is practicing law in Cleveland and her young-
ner son is attending the opening perfor-
ance in Oberammergau and the Chelsea
Flower Show. Last summer Gerrie saw Rachel
Tyler Carpenter of Shipwright Harbor and Cape
Cod, where Ray and her husband enjoy their
retire-
ment. Edward and Ruth Caswell Clapp’s second
son David was visiting during February. Nich-
man in Schenectady. Attending the wedding
of D.C. were son Stephen, Sara and their little
6 mos. old child, who was a page. Ruth received
a stu-
dent at Cornell School of Nursing in NYC. David
is a teacher in Lincoln-Sudbury Regional High
School in Massachusetts and the nurse’s as an
assistant supervisor in the Martha Eliot Health
Center, Boston. Margaret Chalker Muddocks is a
nursing consultant for the Vermont Dept. of
Health in the special field of nursing homes and
homes for the aged throughout the state. Her son
Hugh is a Ph.D. candidate in electrical engineer-
ing at the University of Michigan and expect to
finish in about a year. He is studying Russian,
which he expects will be an asset to him. They
enjoy planning their vacation in Tivoli and
Margaret does the Women’s Royal Canadian ex-
cercises every morning to keep fit. Faith Con-
kin Hackstaff (daughter of Campion Hackstaff
of the Costa del Sol) had a surprise visit to Gib-
ralter. On arrival in Montreal from Lisbon, they
were stranded by the snow,
storm as they tried to
reach the Algarve in Portugal, they sailed as far
down the coast as Ghana, Senegal and Mauritania
with a swing to the Canaries islands. They also
explored the Mediterranean coastline of Spain, Portugal and the Costa del Sol.

2013 Correspondent:
Beverly Miller
to photo

1933 Correspondent:
Mrs. Alfred K. Brown,
Johnston, R.I.

2037 Hill St., Shrewsbury, Mass. 01545

Wife of the Librarian of the Johnston Library. Has two
sons who are both attorneys. She is active in community
work, including the Senior Center. She enjoys reading
and playing tennis.

2013 Correspondent:
Correspondent:

Mrs. Ross D. Spangler
(Mary Louise Holley)
1374 Victory Blvd.
West Chester, Pa. 19300

Mrs. Ernest A. N. Seyfried
(Williamina C. Brown)
57 South Main St., Nazareth, Pa. 18064

Maurice M. Maloney
25222 Lower saugatuck Ave.
Westport, Conn.

Died of cancer last November on board the MS Kungsholm, in-
cluding an overnight train trip to Moscow from Leningrad
where the ship docked. Jane MacKenzie has been studying
Russian literature for a year and now she really knows about the
generation gap. Alice Russell Reake and Herb make frequent trips to her daughter Holly and her family. Son Chris is in Ann Arbor where he teaches at the Univ. of Michigan. The Reakes spent Christmas in France. Mercia May Richards, tired of apartment life after two years, bought a house in June and is now making house improvements, doing the gardening,
studying art and again, doing small volunteer jobs with the Campfire Girls. She gave up her copy-writing job in December. Mildred Sol-

141 South Broadway

Ann D. Crocker

1 Shipwright Harbor

17 Hill St., Shrewsbury, Mass. 01545

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and playing tennis.
back from Vietnam, is stationed at Cape Hatteras, N.C., where the Devises love to fish. Daughter Jane is working in the Council of Jewish Women, and with the cerebral Council of Jewish Women, and with the cerebral

25

grandchildren, went to Europe last year and is at Ft. Meade, Md. Ruth has kept in touch with Bernice Griswold Ellis in Sarasota, Fla. and Anna

Burke in N.C. A grandson, Fred, went to Europe last year and is off again this spring. Jane worked with the Council of Jewish Women, and with the cerebral Council of Jewish Women, and with the cerebral

25

Mass, is "slowly emerging from a run down modern movies including MASH in August so Jean got "caught up on all the

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grandchildren is married to a solicitor in Edin-

25

European. Son Richard and wife are in

25

Aly Griswold Homan, Dorothy, Marilyn Derrill '34 and Dorothy Stokes '33 attended the wedding of Alice (Bunny) Homan Robinson and Dotty Stokes. Tom is a student at U. Conn. Jody Bygate Rolfe's second grandson was born in December. Drane Bracken took a vacation to the Virgin Islands in February. Evelyn Kelly Head used her midwinter school vacation to tour Italian art. Her husband and speed reading. Now Carole attends

25

as a "friend visiting trip" to Florida and south-

25

the week of July in Colorado, mostly in Colorado Springs. Ike was the youngest son Bill is stationed at the A.F. base. In August she spent three weeks in Europe, a trip which included the Passion Play in Oberammergau. At home Helen keeps busy with her book club, women's group, as chairman of an antique sale, helping with the Children's Theater. She was in the cast of Eliot's Murder in the Cathedral for a local

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band and two younger boys rented an auto and
spent three months last June motoring through
Germany, Austria and ... and Lorraine Lewis
Durivan at the Bee and Thistle Inn in Lyme to
make reunion plans. Lorrie exues to have the
Vienna Opera House. My oldest son, who works
for his father at Robertson-Ryan Insurance
Agency in Milwaukee. #2 son also works in
Milwaukee. #3 son, Craig, ("my United Nations"
by virtue of his family's birth in the United King-
dom of which her mother was a charter member
in 1916. Last September Joan, her sister and
male cousin, John, moved to Washington, D.C.,
given by the members of Congress Peace
law firm and his wife has started an advertis-
ing agency, "Gus" daughter Lynn, CC '68 and hus-
bond Jim is a consultant for Adamin-Sweat in Boston
and is starting his own housing consultation business.
busy life insurance agents and was re-elected
for a second term in a national competition. Thea Dutcher
was presented a paper at the International Institute
of busy life insurance agents and was re-elected
picnic on her lawn if the weather cooperates. Our class reunion gift is made up of our 1971 gifts to AAGP from July ... Husband David goes overseas often and Carol tries to go with him once a year. Virginia Doyle Thurston has lived...
in Harvard, Mass. for 15 years. Bill is v.p. at General Radio, a measurement instrument company. Gloucester, Mass. is his active duty with the Naval Reserve Mar. 1. Kitty waits to hear from colleges. Dot works part time at a Social Service Organization as patient counselor and is studying for her M.A. at Seton Hall Univ. Sallie Ward Lutc's daughter, Elizabeth, is a sophomore at Amherst. Their family has taken up skiing this year. She saw Pauline Simmons LePore in Los Angeles. Dorothy Ingalls' husband is with the FBI. Earle Blandy is working on his master's at Lehigh U. in Pennsylvania band. Roger is a junior in the U. of Pennsylvania. Her husband Paul is a Danforth As- 

Continued on page 2...
Born: to Chris and Beverly Quinn O'Connell a sixth child, Brian, on Christmas Day, 1970. Brian was hospitalized with pneumonia at age 8. This winter, his mother, James L. Daigle, III (Beverly M. Vahlteich) 1380 Inglewood Dr. Cleveland Heights, Ohio 44121 29

1958 Co-correspondents:

Mrs. Richard A. Bilolli (Philippa A. Iorio)
77 Fairmount Ave.
Morristown, N.J. 07960

Mrs. John M. DeColigny, 58 Catalpa Drive
West Simsbury, Conn. 06092

Married: to Bruce Hoffman in St. Louis on Aug. 15; Lyndall Rennshaw Wirtz to J. David Barrett on Sept. 3.

Betty Althea Little, Margaret Morse Stokes, Margaret Leigh, on Jan. 11.

2016 Correspondent:

Mrs. Peter L. Cashman (Susan Green) Joshua town Road, Lyme, Conn. 06371

June 71: Our reunion is the best!

1959 Co-correspondents:

Mrs. Arthur G. Von Thaden
(Ann Entracek)
30 Carpenter St., Bronx, N.Y. 10465

Mrs. James A. Robinson (Ann Frankel)
Routing 32, Swaney Center, RFD #1, Springfield, N.J. 08108

1960 Correspondent:

Mrs. Bruce E. Holley (Susan Green)

Co-correspondents: Mrs. Arthur G. Von Thaden
(Ann Entracek)
30 Carpenter St., Bronx, N.Y. 10465

Mrs. James A. Robinson (Ann Frankel)
Routing 32, Swaney Center, RFD #1, Springfield, N.J. 08108

1961 Correspondent:

Mrs. James F. Jung (Barbara J. Frick)
248 Bennettsville Rd.
Chariton Falls, Ohio 44022

June 71: Our reunion — the best!

1962 Co-correspondents:

Mrs. William E. Loring (Ann Morris)
4 Lenox Drive
West Simsbury, Conn. 06092

Mrs. Charles F. Wollf (Barbara MacAuley)
128 Tulip St., Summer, N.J. 07870

Married: to Elizabeth Carter to David Banker in 1944. Born: to Frank and Katherine Elsinae Waite, Kimberly, 9/11; to Allen and Mary Denning Wright, John, 7/2; to Donald and Noyse Weynman, Ross Albert, 12/22; to Hayden and Elizabeth Lange Leon, Christine Elizabeth, 12/22; to the Hindu Leaven Zacharman, Richard Abel, 4/27; to Jonathan and Annette Lieberman Goldstein, Stephen Roland, 6/10; to Bill and Margaret Park DeColigny, Janine in 1965; to George and Phyllis (Debbie) Brown Pilkorge, Michele, 8/22; to Giorgio and Kathleen W. W. Wu, Lucian in 1968; to Peter and Sarah Worthington Greening, a daughter, adopted by Jean. Married to Susan Robertson Richards, John Robertson in March 1970.

1963 Correspondent:

June 71: Our reunion — the best!
to South Africa recently. Alice Dawn Polatschek is department chairman at Adelphi Academy in Brooklyn. Last June she ...

June 71. Our reunion — make it the best! Marriage: John Robinson Drive, 18, 1962. Mr. and Mrs. Ambrose P. Mclaughlin.

Page 31
**OFFICIAL NOTICE**

The Annual Meeting of the Alumnae Association will be held in Crozier-Williams Center at Connecticut College on Sunday, June 6, 1971, at 9:30 a.m. The agenda will include reports of Officers of the Association, an Alumnae Trustee, and Chairman of Standing and Special Committees.

Beverly DeNofa

Continued from page 7

dure, I am now working with nursery school children between the ages of three and five. Such young subjects provide plenty of problems for the experimenter! The usual method of presenting the illusion figures, with a tachistoscope, had to be abandoned in favor of projecting the figures onto a screen. Animal slides are interspersed between trials to keep the child interested in the task at hand. Each child is first given a few pre-test items to determine his understanding of the terms "bigger" and "smaller." The child is then asked to compare a standard 11 mm. Muller-Lyer illusion figure with inward arrowheads with a simple line which varies with trials from 8.5 to 11.5 mm. A testing session sounds something like this: "This (pointing to Muller-Lyer figure), is your line and this (pointing to comparison line) is my line; which is smaller?" Testing has just begun, and the initial results suggest that children are not very susceptible to the illusion figure. With further testing, we hope to retrace the developing network of our visual system.

Adriane Gaffuri

Continued from page 7

cally with the tone and as a result, the rats will suppress responding during the tone, while continuing to respond when the tone is off. In the next stage, the lever is removed and shocks occur randomly except when a flashing white light is present. The flashing light thus becomes a safety signal since it predicts a period free of shock. In Pavlovian terms, it becomes a conditioned inhibitor, in this case, of fear. As a test of the learned effects of these stimuli, either the tone alone or the tone and flashing light combined are presented while the rat is lever-pressing for food. It was found that the tone resulted in nearly complete suppression of lever-pressing—it therefore elicited a large fear reaction. However, when the flashing light (safety signal) was added to the tone, the fear reaction was partially inhibited and as a result, there was less of a decrease in lever-pressing.

What I am investigating is whether animals will learn that the flashing light is a safety signal when it predicts not an absence of shock, but a decrease in the probability of shock. In this case, the "safety" cue would still be paired with some shock, but it would predict a decrease in shock density with respect to the period when the cue is not present. It seems strange to think of making a fear inhibitor out of a stimulus paired with shock, yet this paradoxical effect is precisely what we're looking for.

Mary Liebman spent summer '70 in Italy and now in her second semester of Business School at Columbia. Marlene Lopes teaches Portuguese children in the non-English program at the Bedford School System. Her students range from 5-10 years of age, as classes are ungraded. Karen Kiehl is thinking about a trip to Europe this summer or fall. She is employed with New England Mutual Life Insurance in Boston as an actuarial analyst. Carolyn Kimberly teaches 6th through 8th grade science at the Kent Place School in Summit, N.J. Charlie plans to work at The School Around Us, based on Summerhill, in Maine. Wendy Hinton Cugroove is a course assistant at Harvard Graduate Business School. She attends classes, grades papers and holds conferences with students. Her husband is a city planner in Boston. Barbara Hanson works through the International YMCA in Yokahama, Japan, teaching conversational English. Regina Imber moved to the sunny south to begin her elementary school teaching. When she finishes at the Univ. of Missouri, she plans to return to the East Coast to teach. Karen Kuskin is presently working towards her M.A. at Brandeis. Marilyn Landis, enrolled in the master's program in French Literature at B.U., has three possibilities to consider after graduating in August '71. She will continue towards a Ph.D., teach, or go to Switzerland. Barbara Hermann mastered the art of falling and getting back up on the ski slopes, a new hobby she pursued this past winter. Barb is a regional planner at S.E. Conn. Regional Planning Agency in Norwich. Nancy Lauter has a part-time teaching position with the Westend Montessori School in New York while she studies for an M.A. in early childhood education at Columbia. Day Merrill Zimber, married a year now, has 125 children. Day teaches English at Trenton Central High School which 3000 students attend. Her husband is an administrative assistant to the Princeton History Dept. Diane Levy will complete her master's in theology at Union Theological Seminary and plans to work in Edinburgh, Scotland next year. Lucy Thomas lives in Washington, D.C. where she is enrolled in the George-town Law School. Lucy sees lots of alums in D.C., including her two roommates, Sally White and Carol Campbell.
A.A.G.P.
1970-1971
GOAL: $350,000

IT'S YOUR DECISION

IT'S YOUR COLLEGE
REUNION WEEKEND 1971
June 4-6

Connecticut College: Here She Stands

Friday evening: Three representatives of the College community — President Charles E. Shain, faculty member Susan Woody, and student Candice Carter ’71 — will discuss the fortunes, limitations, ambitions, frustrations, philosophies and choices of the College.

Saturday morning: A liberal arts mini-curriculum, designed to give alumnae a small post-graduate share of Connecticut College faculty and courses.

Saturday afternoon: Informal conversation groups of students, members of the faculty and administration, and alumnae.

Saturday evening: The Banquet, with Gertrude Noyes ’25 — former student, teacher, dean and still an alumna — presenting "A Look Before and After."

For the classes of 1921, 1925, 1926, 1927, 1941, 1946, 1960, 1961, 1964, and 1966 — and all the rest of us (as the class of 1911) who would like to understand better the changes in higher education and the stance of Connecticut College in these difficult and interesting times.