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Non-Resident Fellows Meet Their Respective Students, Dormitory Fellows

Frosh-On-Street Give Impressions Of Their New Home

by B. Ann Kihling
The way the run greeted the Class of '71, it's no wonder that many freshmen, when asked how they liked Conn so far, answered, "beautiful!"

"Everyone's so friendly," was the typical remark. It was especially encouraging to the College from its newest class. "I'm really most impressed by the people," Naney said. "I met Nancy Fishel of Wellesley, Mass. I love her so friendly and interested in the freshmen."

"Everyone's so willing to help and accept our questions," added Carolyn Esser of Hartford.

The freshmen also reacted favorably to our college and its facilities. Not only had they all kinds of weight because college food is so terrible," Nancy said. "But don't know."

One of the few complaints was, "I can't find any good radio stations. Don't they play rock 'n roll in this state?"

Enjoying Orientation
The Class of '71 seems to be enjoying their week of orientation. "Everything's well organized, but we will have plenty of free time," said Robert Finley of Newton, Mass.

"If it weren't for these tours I'd never learn my way around here," Carolyn added. "We're really getting to know each other.

"Like we own the campus," said Miriam Bemuir of Elizabeth, N.J. "We don't want the upperclassmen to come." Once the tour of the upperclassmen, the freshmen think their house juniors are "doing a great job." "But they were seen at least more than just two years over and beyond us," Robert Finley added.

One junior felt differently. They are all so sophisticated. They will feel like being told to do what to do.

Another upperclassman, however, said, "They seem so young. For the first time in my life I felt old!"

Statistics
The new Class of '71, numbering 378, comes from 29 states and four foreign countries. They (Continued on Page 8, Col. 1)

WESLEYAN, CONN PLAN TO EXCHANGE COURSES

Connecticut College News Office - Connecticut College and Wesleyan University in Middletown, Conn., have agreed to an educational plan involving 378 students to take courses for credit at both schools, beginning this fall. It will allow Branford, Blackstone, Smith and Burdick to do these.

According to the joint statement, the cooperative experiment is being undertaken to provide students with better opportunities and to take advantage of institutional strengths in each school. The plan also helps reduce the duplication of faculty, curriculum and facilities which often strains the resources of small colleges and universities in the 1,000 to 5,000 student range.

First Official Tie
This exchange is the first official academic tie between the two institutions, although there have been close professional and social relationships between faculty and students for many years.

In the past, Wesleyan has arranged similar plans with other Connecticut institutions including Yale University and Hartford College in cooperative Undergraduate Program in Massachusetts where students at Princeton University as participants in the Cooperative Undergraduate Program for Critical Languages. Two more Connecticut junior are at Princeton this year under the same program.

Under the new Connecticut College-Wesleyan arrangement, students will be allowed to take specific courses at both colleges without payment of additional tuition. Initially, the plan will concentrate in the areas of Russian literature, Chinese language and Japanese history.

Not Unique
In announcing this venture both presidents pointed out that the plan is not unique but similar to other cooperative arrangements to come under the opening of the 1967-1968 academic year.

President Charles E. Shain has announced the appointment of five new department chairs at the promotion of five faculty members who assumed their new responsibilities at the beginning of the 1967-1968 academic year.

Fire Named As Dept. Chairmen
President Charles E. Shain officially welcomed 24 new faculty members at a reception following the opening meeting of the College faculty Sept. 21.

The new faculty includes a visiting professor, a visiting lecturer, two associate professors, six assistant professors and 14 instructors.

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Editorial . . .

Pledge And Commitment

At the beginning of her career at Connecticut College, each student signs a Matriculation Pledge committing herself to uphold the College’s academic and social honor codes. This act formally admits her into the College community and extends to her all the rights and responsibilities of membership in that community.

For the newly-arrived freshman, Matriculation is exciting and meaningful. It is the culmination of a long haul of years spent planning for college. Their choice was Conn., and few if any, hesitate to sign the pledge.

But what about the upperclassmen? They too chose Conn., they too matriculated. But could each sophomore, junior and senior re-sign the Matriculation Pledge With a heavy heart?

Would it be naive to assume that Connecticut College suits everyone who comes here. Many are disillusioned that their chosen institution failed to meet all their expectations. Is the change of heart the result of the “college experience.”

It is only natural to think that some of the various factors in college life are socially acceptable ways to release frustrations, especially those frustrations that arise out of the “college experience.”

Another theory is that some of the changes allows an individual to express individuality, and see a response to him that is a challenging and interesting one. Connecticut is a society that demands continuous self behavior.

The real theory is that these changes allow the student to express individuality, and see a response to him that is a challenging and interesting one. Connecticut is a society that demands continuous self behavior.

The point is, they are members of Connecticut College, but they no longer believe in it. They can no longer contribute to it, nor change it, nor make it grow. Yet once—as matriculating freshmen—they pledged to support it.

If, by senior year, it has become impossible for them to support it, then they should have enough respect for that pledge not to detract from it. They certainly must allow each new freshman to discover for herself the College which she will be leaving behind.

Every member of the College has the right to vote or abstain, participate or watch; no one has the right to spoil that right.

N.R.F.

“Common Sense Response”

The recent announcement of a cooperative educational arrangement between Connecticut and Wesleyan was greeted by many with approval.

For the students, at least, the move was unanticipated, especially in the wake of last year’s deluge of rumors that Wesleyan would re-educate at Conn. But the plan is not “co-educational.” Students have been drawn, in no way does it imply that the Wesmen are about to storm Fanning.

Connecticut is a women’s college, and we hope it will remain that way. As a small non-coed school, however, we need not be restricted to a state of academic isolation; just as we are lacking in certain local academic areas, so are we lacking in certain others. Whether or not this venture amends closeness in others.

Pres. Shain described the exchange as “a common sense response to some educational problems.” We think it is that—and much more.

N.R.F.

Letter to the Editor

(Ed. Note: This column first appeared in the Oct. 25, 1966 issue of Conn. Cen. It is reprinted by courtesy of manufacturer.)

This week I bought bingo with the electronic sound of the “Three Generation.” Like so many other students, people in the room began to jerk and gape in response to the noise. Why do those young, intelligent and sophisticated college students jump up when they hear this type of music? Variety Theorem has been proven to forward which I would like to add a few of my own.

Among the most common theories which states that these various factors in college life are socially acceptable ways to release frustrations, especially those frustrations that arise out of the “college experience.”

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The real theory is that these changes allow the student to express individuality, and see a response to him that is a challenging and interesting one. Connecticut is a society that demands continuous self behavior.

A related theory would be a study of music and its effects on the students. One possible theory would be that there is loud music and the students may be more likely to gyrate in response to the music rather than to dance. Maybe everyone should dress up like Samurai warriors and go dancing; this may preserve some of the original folk dances; but the freedom and spirit of the Chinese, Japanese and American Indian may be lost.

Another theory is that these dances allow the student to express individuality, and see a response to him that is a challenging and interesting one. Connecticut is a society that demands continuous self behavior.

May have only one more year of required gym, that such a step was going to be a good-dancer, just as long as one gets out on the dance floor, all doing the same basic moves. It was given to the dancer to get the next step in the dancing game. This process is impersonal and almost sadistic; yet the choice is left to him here to stay.

Even the old slow dance, which allows the dancers to talk with each other, has given way to the new type of dancing. The way the dances are going, there is not that this trend will continue for a long time, at least some time until the “three generation” concept of the “Mixes” that does not involve dancing.

And, for the upperclassmen, the freshmen? Could—and would—each one re-accept those same privileges and responsibilities?

We doubt that with the freshmen? Could—and would—each one re-accept those same privileges and responsibilities?

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Undergrad Student Events
Instruit At Local Schools

Sixty-seven Conn undergraduates
mark faculty members in 15 area elementary and second-
day to those attending the open meeting of the Conn-
stitution held in the College’s student teaching program
offered by the education faculty.

Two weeks prior to the open-
ality began in early September. The seniors who had previously volunteered
in nearby elementary schools.

Dale Reiss, assistant professor at Conn, who
by teaching" period, the students, living in dormitories on campus,
teaching practice, held in New London.

Mrs. Abell Instructs
"A practice teacher should make the cooperative teacher feel she
in the classroom to help students understand how much prob-
leaving the student with a commitment to teaching.

Three weeks after the full program, the students can obtain
credit for teaching during the regular semester.

Advantages of September
She added that the September program has the advantage, be-
the regular teacher to "see all the details that are necessary
for the class to function smoothly.

One elementary school teacher said that her practice teacher,
the first time, the two weeks, too
and taught all subjects for

A second grade supervising teacher reported that her prac-
teaching assistant attended a PTA meeting several days after she
had completed her classroom work.

The" parents were as capti-
ved by her as their children.

On the first, for the class of
17 is the reading evaluation test
age, while the Council on Interracial Relations
made it possible for 17 students and a German
in the psychology department.

Fellow System Possibilities Unlimited

Returning to the question of
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Connecticut College's new pass-fail program enrolled 400
of the seniors for the 1967-68 school year, according to
the figures released by Miss Rita Barnard, Secretary of
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420 Seniors and 169 juniors en-
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One month of the class of
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The Music department claims 16 pass-fail students, the Soci-
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(Continued from Page 1, Col. 3)
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Conn Welcomes New Faculty Members

TENTATIVE SOCIAL SCHEDULE
Friday Night Open Houses:
- Sept. 22
- Oct. 13, 27
- Nov. 10, 17
- Dec. 1

Other Dates to Remember:
- Dec. 9 - Christmas House Parties and Formal
- Feb. 11 - Carmen's Banquet
- April 27 - Spring Weekend

May 5-5 - Parents' Weekend

Five Faculty Members Are Promoted

(Continued from Page 1, Col. 3) professor and served as chairman of that department.

Product Engineer

He came to Connecticut College in 1959 after serving as a product engineer with the Westinghouse Instrument Company of Rochester, N.Y., and a teaching assistant at Purdue University.

Three faculty members have been named acting department chairmen: Germain, Dr. Janis L. Gellhorn, mathematics; Dr. L. Allen Rostovitz, botany; and Dr. Betty F. Thompson, Miss Thomas, chemistry. They will serve in their new positions for one year while Mr. Hottenoky is on leave for the first semester.

Two department chairmen who were on sabbatical leave last year have returned to the campus. Mr. David M. Desiderato, professor of classics at Sweet Briar College, and Mr. Raymond Desiderato, professor of classics at the University of Washington.

Mr. Desiderato has taught at Harvard University, Central Connecticut State College, and Vassar College. Among her publications is Ford Maddox Ford. From Appraoch to Cultivation.

Dr. Thompson, an undergraduate, spent her junior year at the University of Florence, and in her senior year was awarded a Woodrow Wilson Fellowship for graduate study. This same foundation granted her the Distinction Fellowship in 1964 to support her doctoral research on the University of Paris.

Dr. Vidich has been a research fellow at Columbia and Cornell Universities and the University of Puerto Rico. Her independent studies have involved the social factors that influence Mexican-American life, particularly problems of infant mortality in Columbia.

Joint Programs Begin

(Continued from Page 1, Col. 4) Massachusetts take courses at any of the four schools, but each institution maintains its traditional specialization:

Westfield, which was founded in 1831, is a small, independent university of liberal arts and sciences. The main emphasis of the university is on arts and liberal studies for all students, but Westfield is also developing distinctive advanced programs for about 300 graduate students.

American and Mexican-American citizens.

The author of numerous scientific articles and papers, Dr. Pierce earned his B.A. and M.S. degrees at UCLA. He has served as a senior engineer with the Northrop Corp., senior scientist with Lockheed California Co., and a research astronomer at Yale.

Named associate professors were John H. B. Knowles, art, and Mrs. Martha Coleman Myers, dance and physical education.

Dr. Knowles, who has studied at the University of Paris and the American Academy in Rome, was an instructor at Finch College (New York City) for six years before joining the faculty of Connecticut College. He was graduated Phi Beta Kappa with an A.B. degree from Swarthmore College and earned his M.A. and Ph.D. degrees from the Institute of Fine Arts, New York University.

Taught Dance

Mrs. H. H. Knowles received her B.S. degree from the College of William and Mary and her M.S. degree from Smith College where she later taught dance and physical education for 14 years. Prior to joining the faculty here, she was director of Women's News on WENY-TV in Columbus, O., and an adjunct associate professor at Adelphi University.

Appointed to assistant professors were Dr. M. Jane Evans, Chinese, Ronald M. Glassman, sociologist, Dr. John C. Silverberg, English, Walter F. Bradey, Jr., mathe- matician. The Rev. Mr. J. Barrie Shepherd, religion and college chaplain.

Mr. Evans, a specialist in the Chinese language and literature, was first appointed a member of the faculty at the University of Maryland. After graduating from the College of Phi Beta Kappa honors, she studied at Harvard University on a Foundation Fellowship and then on a Ford Foundation Fellowship in Berlin. Her Ph.D. degree from in 1962.

The American Studies

Mr. Clarkman received his B.A. degree from the University of Minnesota and his M.A. degree from The Ohio State University. In 1962 he traveled to Venezuela on a Foundation Grant to continue his research on the Latin American political institutions. Prior to joining the faculty at Connecticut College, he was a lecturer at Fairfield-Dickinson University and Queen's College.

Dr. Silverberg, a Phi Beta Kappa graduate of Barnard College, was an assistant professor at Sweet Briar College.

She earned her master of arts degree at the University of Paris, and her doctoral degree at Harvard University.

Dr. Tarnow received her master's degree at Holy Cross College and his M.A. degree at Harvard. Prior to earning her doctorate at Wayne State University, she was awarded a post-doctoral fellowship in English at Yale, a Fulbright Grant from Quinipiac College, the University of Kentucky, and most recently, Syracuse University. Mr. Brady earned his B.A. degree at Holy Cross College and his M.A. degree at Harvard. Prior to joining the faculty here, he was an instructor at Boston College, Newton, Massachusetts. He served as the assistant librarian and the University of Connecticut.

New Classrooms: Nation of Scotland

Mr. Shepherd, former director of the University Christian Fellowship at the University of Edinburgh, Scotland, was graduated from the University of Edinburgh, Scotland, and received his Bachelor of Divinity degree cum laude from Yale University Divinity School. A native of Scotland, he also earned an M.A. degree Old Testament Studies from Yale University.

Among the 14 instructors ap-
Bookshop Cuts Record Prices, Offers New Gifts, Foreign Books

by Chris Sanborn

Unlike many plush eating spots and other entertainment facilities, the college bookshop does not charge you for looking at or enjoying its environs. With the many innovations and new stock items it may well be worth the while just to wander into the bookshop and browse around.

Mr. Hale, manager of the Bookshop, said that doubling the record supply has allowed a reduction in prices, leading them to "just about what they are at most of the discount stores." In the gift department there will be more Pop Art items since Mr. Hale has traveled to Greenwich Village to find items of student interest.

The problem in this department, he observes, is "finding something worthwhile that's not too expensive."

Mr. John Evrard, assistant in the Bookshop, has stocked new styles of Connecticut College stationery—planning to provide a more contemporary greeting card selection. Mr. Evrard is shopping for new card lines.

So, he said, if students find cards they like, they should jot down the name of the company and give it to him. The art supplies section, under his direction, is expanding rapidly, acquiring painting sets and other essential tools.

The foreign book section has a more diversified selection; a Wesleyan student is helping in the selection and ordering of Spanish literature. Posters are on order; however, students can specially order the one of their choice.

Examining another vein of projection, Mr. Hale is seeing a Westinghouse salesman to look into the field of tape-recorders, radios, and lamps.

Another added attraction is an anticipated sportswear section. Mr. Hale said he needs student advice on just what to select and at what price range.

Another progressive measure is the resale of used books. Mr. Hale commented that the bookshop is "handicapped" for fresh ideas.

Concerning the resale of used books, Mr. Hale commented that the bookshop is "handicapped" because no one knows just what will be sold the following years.

This is, however, another area for fresh ideas.

Mr. Hale remarked that by re-vamping the Bookshop, the aisles are narrower but cleverer. By spring the bookshop hopes to have the additional space it needs by finding a storage area elsewhere.

Another progressive measure soon to be completed is the cataloging of a stock card file in the order in which they appear on the shelves instead of in order of publishers. Mr. Hale maintained that, whereas before the stocking of books was a "hit or miss" proposition, this new system will more easily prevent their running out of a book in demand.

Furthermore, Mr. Hale said he is inquiring into the possibility of having authors come to campus for reading and luncheons. Stressing the importance of students using the Bookshop and not feeling obligated to purchase whenever they go in, both Mr. Hale and Mr. Evrard strongly agreed that there is "no cover charge for either entrance into the bookstore or suggestions and criticisms concerning it."

As Mr. Hale insisted, "the more we get from you, the more we can do for you."

Neo-Classic

No op! No pop! No jazz!

John Meyer clothes move with the times but they're always themselves. They're classics in modern dress—done with wit and wisdom...subtlety and éclat.

Intuitively, John Meyer takes his cue from the tastes, manners and personality of the young women who wear his clothes; neo-classic individualists who refuse to let clothes or anything get in the way of their individuality.

If you're a neo-classic and an individualist, you should see John Meyer's new Fall niceties. They're now being shown at discerning stores everywhere.

John Meyer of Norwich

Despite fiendish torture
dynamic BIG Duo
writes first time,
every time!

no's rugged pair of
torture devices
in unending war
against ball-point
ship, clog and smear.

Despite fiendish punishment by mad scientists, no still works first time, every time. And no wonder.

no's "Dynamite" Ball is the hardest metal made, encased in a solid brass nose cone. Will not skip, clog or smear no matter what devilish abuse is dished for them by satanic students.

Get the dynamite tie from your campus store now.
CLUB NIGHT TONIGHT
Lisa is going back to school with two suitcases, a steamer trunk and 107 union labels.

She's the sweetheart of ILGWU. From her shocking pink slacks (the school colors) to the severely tailored suit she's decided to wear to her opening class in Philosophy II, Lisa wears clothes that wear union labels. The little ILGWU union label, found in most women's and children's garments, is the signature of 450,000 members of the International Ladies' Garment Workers' Union. It is a symbol of decency, fair labor standards and the American way of life.

You'll find it in suits, dresses, blouses, skirts, coats, sweaters, slacks, slips, neckwear, lingerie, shorts, robes, snowsuits, children's wear, knitwear, rainwear, bras and bikinis. Please look for it when you shop.
vending machines and Conner,
Student Center

"I like to think of Conner,
Williams as a student center and
have it open as long as
the demographics remain open.
In order to do this, and staff
the building, we have to revise
the front desk schedule. This
involves manpower.
"Miss Vorhees' ultimate aim is
to have the building open until
11:45 p.m. Sun.-Thurs., and
until 1:30 a.m. Fri. and Sat.
Now, with the use of vending
machines and shortened hours,
Miss Vorhees hopes it will be
possible to keep the building it-
self open later.
"It will," she emphasized
"take a little organizing."

Upperclassmen who regis-
tered for pass-fail
CO_ufes
last
May, are urged by the Reg-
istrars office to recheck th .
eligibility.
In order to qualify for a
pass-fail program, a student
must have a cumulative and
current average of 2.00 or
higher each semester of her
junior and senior years.

ROCCO'S BEAUTY SALON
Formerly on State St., now at 80 Broad St.
1 Block From St. Bernard's High School
Bring this Ad in and Save 20%
on all Services
Monday thru Saturday - Phone 443-2138

Si nondum viginti duos annos habes, haec charta
parva efficiet, ut propemodum, quacumque "Eastern"
volat, dimidio preti saliti vales.
Unum hoc incammadum est: circumstare debes
expectans sed em tibi paratam. Ceterum charta
"YOUTH
FARE
I.
D.CARD"
per paucos dies nan valebit: diebus festis
Gratiarum Actianis et Nativitatis Christi. Quibus excep-
titious, quando et quacumque valare desiderabis dimidio
pretio volore tibi licebit.
Quid cunctcrs? Obtine chartam!

Right. Took the words right out of
my mouth. I'm under 22 and want to apply for an
Eastern Youth ID card. It will let me fly any-
where within the continental United States
that Eastern flies, on a stand-by basis, for half-fare. Enclosed you'll find either a $3
check or money order, payable to Eastern
Airlines, and a photocopy of my birth cer-
ificate or driver's license. I'm sending them
to: Eastern Airlines, Dept. 350, 10
Rockefeller Plaza, New York, N. Y. 10020.

Name
Address
City
State Zip Code

"Something-there-is-that-doesn't-lure-a-wall" department:
FIRST THEY FENCE IT IN,
THEN THEY LOCK IT.
LETTERS

(Copied from Page 2, Col. 1)

Student government was challenged. Candidates for platforms rather than personalities. Every one was concerned and interested. As a result Student Government was given a new lease on life. It was infused with a new spirit. This spirit hopefully will carry over into the new year.

As you may or may not know, we abolished compulsory monthly Amalgam meetings last spring. Voting will now be done in the houses. We have decentralized to restore the flow of communication between each student and the student government organization as a whole. Now our main unit on campus will be the individual dormitories. Going hand in hand with all this is the new Fellow program that will begin the first week of December. This program is the new Fellow program that will be the individual dormitories. We are working on a new constitution which will be presented to the student body for a vote later this fall.

If you would like more information about any of the matters I have mentioned please contact me. I would like to meet with you to hear you talk about these matters. Thank you very much.

Your very truly,

Ann Werner '68

FRESHMEN

(Continued from Page 1, Col. 1)

were chosen from 1,595 applicants. 32 of them were admitted December 1966 under the Early Decision Plan. Two thirds of the freshman are not from the old affluent families. The remaining one third are first generation. Of the freshmen 48 per cent are female, 52 per cent are male. These are but a few of the changes in more than one third. There will be countless other matters that we plan to consider. For example, the housing council will be examined in order to improve their work in dormitory life. We also began working on a new constitution which will be presented to the student body for a vote later this fall.

Tuesda, September 26, 1967

President of the College, the Dean of the College, and the President of the Faculty. It will meet in a different dormitory every week. The purpose of this committee is to discuss all aspects of the residential and conduct of the college. The potential of this committee is unlimited. Not only will it help foster a closer faculty relationship with student government, but it will also bring Student Government closer to the students. Out of our discussions will come a clearer understanding of the goals and aims of the community we should serve.

ARTS CENTER

Professor William Muhl, professor of Practical Theology of the Yale Divinity School, will speak at vespers Sunday, Oct. 1, at 7 p.m. in the Chapel. Although, by training, a lawyer Professor Muhl has had a long connection with religious movements and is considered an authority in homiletics—the art of preaching. He also is past chairman and a national board member of the American for Democratic Action. His main interest remains in the development of a new conception of Christian communication through preaching. In the field of personnel education, he has served as chairman of the Union of Personnel Education.

William Muhl

VESPERS

(Continued from Page 1, Col. 2)

(instructor in music)

Student Representatives

To represent the students, past and present, to introduce Miss Virginia Rose of Waterford, a member of the College's first graduating class in 1919. Miss Carol L. Chappell of Waterford, a former alumna trustee; Miss Jane Callon of Wethersfield, a 1967 graduate, and Miss Brooke Johnson of Winston-Salem, N.C., a member of the Class of 1969. The Dwight Building Co. was represented by Matthew Bihay and Peter Kopitkin, president of the firm. Frederick Cane of New York was present on behalf of architects Skidmore, Owings and Merrill.

A building dedicated to the arts has been a project of the Connecticut College faculty, students and alumnae for at least 30 years. According to President Shain, former President Katharine Blunt drew up a master plan in 1929 for her version of the future College, and an arts building was part of that early plan. The three-in-one-conditioned building will house the departments of art and music, a music library and a 350-seat recital hall for performances. To meet the construction costs, Connecticut College will rely on gifts and grants from the federal government and private individuals.

President Shain reported that the College now has a total of $1,400,000 given or pledged for the Arts Center. Under the provisions of the Higher Education Facilities Act of 1963, the College will receive a maximum of $500,000 for the Center. A $1-million government loan has also been approved.

Last December the Charles A. Dana Foundation of Greenwich made a grant of $400,000 for the building. Part of the Dana grant, $250,000, was an outside gift. The remaining $150,000 is a challenge grant for which the College must raise an additional $400,000 from private sources by Dec. 1, 1967. Of that amount, $225,000 has already been given. The Kregen Foundation of Detroit has helped the College toward its immediate goal of $450,000 by offering $25,000. The Arts Center is expected to be completed in February or March of 1969.