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CONN CENSUS

Vol. 44—No. 6

New London, Connecticut, Thursday, October 30, 1958

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Cabinet Starts Busy Year; Petitions Newly Considered

by Emily Hodge '59
and Kathy Walsh '59

In its first month of the academic year, Cabinet has spent a great deal of time trying to create new ideas and develop different approaches to past problems. There has been discussion concerning the newly revised Student Faculty Forum, an organization we consider a valuable and necessary part of campus life. The members of both Cabinet and the House of Representatives have shown an enthusiasm for a general increase in student-faculty relations, and the result has been numerous student coffees for faculty members.

Cabinet has also discussed the problems and the possibilities of ConnCensus and the Literary Magazine; and attention has been given to both the Residence Pro-

gram and the new security system.

One of the greatest concerns has been the increased size of the student government offices. Each new officer has a natural desire to make an additional contribution to the school during her term of office. As a result, many excellent ideas have accumulated during the years. At the same time, however, these contributions have had a "snow ball" effect, gradually increasing the size and responsibilities of these offices. In several instances girls have declined offers to run for these rewarding positions. Cabinet has felt it worth while to review these offices for two reasons: first, to decentralize the responsibility, thereby increasing the amount of active participation; and second, to find more efficient ways of handling routine jobs. Each week a particular office is being studied and suggestions offered by members of Cabinet.

In addition to these discussions, Cabinet has considered two petitions, both of which will be presented in Amalgo on Wednesday, November 5. The first petition, which comes from the members of the junior class, is a request for junior unlimited overnights on a permanent basis for all girls having a cumulative average of 2.00 and a 2.25 or better for the previous semester. Similar petitions from the class of 1958 and 1959 have been passed on a trial basis.

The second petition concerns the method of electing the permanent House Presidents, and in-

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Student Commends Orchestra Quality; Ormandy Direction

by E. Marcia Corbett '59

The Philadelphia Symphony Orchestra under the direction of Eugene Ormandy was heard Tuesday evening in a concert of superlative quality. From the drum roll of the stirring rendition of the Star Spangled Banner until the last note of the program, the orchestra performed as a single organism guided in a most definitive manner by its conductor. The web of sound, whether a fine thread or a sweeping tumult, was controlled, meaningful, logical.

With the exception of the encore, the program included only works written after 1868. Commencing with Richard Wagner's Overture to Die Meistersinger von Nurnberg, the orchestra, seemingly unhampered by touring discomforts and bad weather, played with brilliance and clarity. Accomplishing the transition to a flowing, pastoral serenity in the Brahms work, Symphony No. 2 in D major, the orchestra displayed versatile technical proficiency. The woodwind passages of the first and third movements, as well as the Mozartian exhilaration of the final Allegro manifested both interpretive power and virtuosity on the part of each member.

A contemporary work, Night Soliloquy, by Kennan followed the intermission. The liquid, flowing quality of William Kincaid's flute solo was remarkable. Stravinsky's Firebird Suite, drawing upon the full resources of the orchestra, achieved its essential dynamism. The scintillating tonal color encompassed passages of pulsating elemental force and garish glare, and others of mysterious murmurings. Brilliantly orchestrated with prominent percussive effects, the works is often blithely cacophonous as in the Infernal Dance of Kastchei. Tranquilly pensive moments, however, are fully realized in such passages as the exquisite bassoon solo of the Berceuse.

La Valse of Ravel, often a seemingly contrived work, was given fresh new import under Mr. Ormandy's direction. The fragmentary melodies of the introduction eventually culminate in voluminous passages of rich orchestral color.

See "Orchestra"—Page 6

Lyman Allyn Museum Opens Formally Sun.; Three Exhibitions Scheduled for November



The Lyman Allyn Museum

The Lyman Allyn Museum will hold its formal opening Sunday, November 2, from 2 to 5 p.m. Three outstanding exhibitions will be featured throughout the month.

On display will be a group of Italian paintings of the sixteenth and seventeenth centuries, shown through the courtesy of private owners in the New York area. The artists represented are Bronzino, Francia, Lippi, Giordano, Magnasco, Melzi, Veronese, de Viterbo, and de Cortona. The Holy Family by Bronzino is the most outstanding painting in the group. The paintings range in subject matter from religious scenes to a turbulent seascape.

Recent abstract paintings and drawings done in the Arboretum by Richard Lukosius of the Connecticut College Art Department comprise the second exhibit.

The third exhibit is a collection of pieces by Louis Comfort Tiffany. Of particular interest are the samples of Tiffany glass; other items done by him in silver and bronze, and one painting, will also be included. Of the pieces to be shown, some are from the private Museum collection and others have been obtained on loan from collections elsewhere. Interest in Mr. Tiffany's work is furthered by the fact that he vacationed in New London.

On Wednesday, November 5, at 8 p.m., Mr. Edgar Mayhew of the Art Department will give an illustrated lecture at the Museum. His topic will be Tiffany Glass and the Art Nouveau, and the public is cordially invited to attend. There will be no admission charged at the lecture or at the November exhibitions.

Dr. Miller Speaks; Choirs at Vespers

Dr. John L. Miller, Instructor in Religion at Connecticut College, will speak at Harkness Chapel, Sunday evening, at 7:00 o'clock.

The holder of a bachelor's degree from Columbia University and three degrees in sacred theology from Harvard, Dr. Miller came to Connecticut College last fall. During his study at Harvard, Dr. Miller was a teaching fellow and tutor; and he was honored by being named a Divinity Honor Scholar in 1955-56 and then Orator for the Divinity Commencement last spring.

A feature of the service this week will be Schubert's Mass in G Minor, sung by the Connecticut College Choir in conjunction with the Choral Society from Wesleyan University in Middletown. In addition to two soloists from Wesleyan, Nancy Savin, Jacqueline Goodspeed, and Sydney Moore will sing portions of the complete mass.

Richard K. Winslow, director of the Wesleyan Choral Society, will accompany the group to Connecticut. The choirs will be conducted by Arthur W. Quimby, Professor of Music, and James S. Dendy will be the organist.

A supper at Katharine Blunt House for members of the choir and choral society will precede the Vesper service. Next weekend, the Connecticut College Choir will travel to Wesleyan for a return engagement.

Wig and Candle in Rehearsal For December Performance

The fall Wig and Candle play, The Enchanted, a comedy by Jean Giraudoux, has been cast and is in rehearsal. The play will be given on the Thursday and Friday nights of Soph Hop weekend, December 4 and 5. This is a departure from the normal procedure of having performances on the Friday night and Saturday afternoon of that weekend, and it is hoped that the venture will be successful.

The play is, in the words of the adapter, Maurice Valency, "a biography of a critical moment in the life of a young girl—the moment when she turns from girlhood into womanhood. In this moment, Isabel's (the girl's) belief in the life of the spirit is so strong that it is sufficient to evoke a real phantom, and even to threaten this world with a spiritual revolution. But where the Inspector, who represents the powers of Government and Science, is powerless against Isabel, the Eligible Young Man succeeds, and for Isabel, as for all young girls, the adventure of love proves more attractive in the end than the adventure of death." The play also involves a troupe of sixth graders who are taught first by Isabel and then by the Eligible Young Man (the Supervisor of Weights and Measures) in a most unorthodox manner. The mayor of the French town in which the play takes place and several townspeople play important roles in the comedy as well.

Jack Norwood, Yeoman First Class on the U.S.S. Skylark, will be seen as the Mayor. Mr. Norwood has appeared in Mr. Roberts in a production on the island of Guam, in Strange Bedfellows in Yokosuka, Japan, in the Perry Centennial in Japan, and in Icebound in Jackson Heights, New York. This Navy career man's journeys now land him in New London where he adds another role to his already impressive list.

Ray Mosher, a New Londoner, plays the role of the Ghost. He works at Pratt and Whitney in North Haven, Conn., and attended the Rhode Island School of Design. His previous acting experience was in high school.

Norman O. Caron, of Waterford, may well be familiar to some of the seniors and faculty of the college. He has played here in

two productions, Too Good to be True and The Children's Hour. In the present play he has the part of the Inspector. He has also been active in the Drama Workshop, Inc. of New London. He appeared in The Enchanted Cottage, Jane, and Bell, Book, and Candle. While not acting, Mr. Caron is a design draftsman at Electric Boat. He graduated from the University of New Hampshire, where he received the award for the student who had done most for dramatics there.

The Eligible Young Man, or Supervisor, will be played by Maxwell Morton. He lives in Waterford and is at work on a special project at Electric Boat.

The First Executioner will be the role for Andy Gildersleeve, of Stonington, Conn. He attended Babson College, and is now with the Sunoco Company in Mystic. While in South Carolina with the Sunoco Company, Andy appeared in several plays.

The Second Executioner will be played by Carl Nelson of Niantic. He graduated from the University of Connecticut last summer and has had acting experience there.

The rest of the parts have been assumed by students of Conn. College. Isabel will be played by Renee Cappellini, a junior transfer student. The Doctor is Linda Stallman '60, Armande and Leonide Mangebois will be Tova Martin, also a junior transfer, and Nancy Donahue '60, respectively Madame Ardiane is M. L. Corwin '60, and Tellier is Gill Dargeon '61. The seven little girls are played by Laura Pritchard '60, Kitty Hawley '61, Janne Theilgaard, a foreign student from Denmark, Nancy Waddell '60, Andy Chamberlain '61, Leigh Davidson '61, and Dee Rebolledo '59.

The production staff for the play will be headed by members of Wig and Candle. The stage design was done by Nancy Donahue, who is also in charge of scenery for the play. Lights will be done by Brooksie Cookson, props by Gay Hartnett, Make-Up by Nan Krulewitch, Costumes by Judy Pratt, and Publicity by Nancy Waddell. Lista Kennan and Ricki Richards will keep things running smoothly, and Miss Margaret Hazlewood will direct the play.

Historical Moment Provides Setting For Campus Movie

Carnival in Flanders, a French film, will be featured as the campus movie on Saturday, November 1 at 7:30 p.m. in Palmer Auditorium. Directed by Jacques Feyder, Carnival in Flanders is a satirical masterpiece of historical reconstruction. The essence of the plot is as follows: the Spanish Army invades Flanders, the men feign deep mourning—their wives do not. The film is a tale of these charmingly heroic wives and their terrified burgher husbands, and stars Francoise Rosay, Louis Jouvett, and Jean Murat.

Carnival in Flanders has been awarded the Grand Prix du Cinema Francais, the highest French Film award; the Gold Medal at the Venice Exposition, the highest European award; and voted Best Foreign Film of the Year by the New York Film Critics. According to Bosley Crowther of the New York Times, Carnival in Flanders is "... the ultimate in urbanity and sophistication ... one of the ten best in 40 years." The New York Herald Tribune praises the film as "... one of the important classics of the motion picture."

The short subject accompanying the main film will be A Day in the Country, another French film. Based on a short story by Guy de Maupassant, the film tells of the outing of a simple Parisian family, with an emphasis on the amorous escapades of the daughter. A Day in the Country was produced by Jean Ren-

oir.

Laws of Scholars

The following words were typed on a slip of blue paper inconspicuously inserted in one of the books in a seminar room of the library:

DO NOT REMOVE THIS SLIP—
USE IT FOR A BOOKMARK

What member of an advanced Senior Seminar could have marked up this book as it is marked up?

"Let this remain for a perpetual reminder of what some of the unwritten laws of a company of scholars ought to be, even though occasionally an unworthy entrant therein transgresses them, to the damage of all who succeed her, as years pass, and generations of students must use the books that belong to Connecticut."

We offer a vote of thanks to whomever may have written this, for it is an apt expression of the indignation and even contempt which we feel when we witness the abuses which many library books have suffered. A library is the bulwark of any college institution, and its possessions should be regarded with pride and treated with respect. These books are to be shared by the entire college community; what right has one person to mark up a book for her own personal convenience?

Markings in a library book not only offend one's sense of decency, but they place subsequent readers at a disadvantage. The notations which one person makes often pertain to some specific aspect of the text, while another reader may be searching for material apropos of a different theme. She is naturally drawn to the markings, and considerable time is wasted by the confusion which they cause.

There are those who feel that underlinings and comments are time-savers since they emphasize the important material in an assignment. These people ought to blush to admit that they would allow themselves to put trust in someone else's sense of discretion. They are receiving information which has been sifted by one of their peers. (Sad day if she was a student of below average intelligence!) We should be outraged that someone considered herself worthy to select the important points from some text and has so designated that we should take her word for it.

Along the same line is this all-too-familiar situation: you are eagerly pursuing a subject, and you rush to the shelf on which lies the book that shall provide final elucidation of your thesis. An empty space greets your eye. Somewhat dismayed, you rush to the desk to track down the book. But no one has signed it out—the book is among the missing.

The checkout system in the library is an effective means of safe-guarding against the further loss of books. But to be completely successful, it must be accompanied by a sense of responsibility in each of us. We must realize a sense of decency and apply the golden rule when it comes to the use of these books: action in accord with self-interest would soon deplete our library. Each of us must realize the importance of protecting our library collection for the use of contemporaries and for future generations of students of Connecticut.

The frequent missing numbers in the sequences of books on the library shelves just as the slip of blue paper, shall remain perpetual reminders of what some of the laws of a company of scholars ought to be.

by Judith P. Bassin '59

Quite recently a great deal of publicity has been focused on a controversial new author. The spotlight illuminates Jack Kerouac who has been dubbed the spokesman of the Beat Generation. The Beat Generation is not a true generation, but is a literary movement of the 1950's, non-conformist in original intent, which describes the tenets of middle class Americans. The Beatniks speak out against suburbia, togetherness, television addiction, the lack of originality, of individuality and of thinking which they feel are prevalent trends among their contemporaries in the United States.

On the Road

Jack Kerouac in his short literary career has poured forth several novels, his earliest work being *On the Road*. His breathless manner of writing conveys an exuberance for life, the madness of youth groping for reality, wanting to see all, know all, do all. Kerouac's style is frantic. His words tumble up and down the pages in great profundity. He expresses the unending attempts of young men and young women to live life to its utmost sweet extent, as if there was not enough time. "... they danced down the streets like dingleberries, and I shambled after as I've been doing all my life after people who interest me, because the only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn life fabulous roman candles exploding like spiders across the stars and in the middle you see the blue centerlight pop and everybody goes 'Awww!'"

The characters rush back and forth across the country, making love, holding wild parties and drinking bouts, in their search for kicks. There is no positive direction in which these individuals are moving. And when the book roars to a close, the search has culminated in nothing. "Nobody, nobody knows what's going to happen to anybody besides the forlorn rags of growing old, I think of Dean Moriarty, I even

think of Old Dean Moriarty the father we never found, I think of Dean Moriarty."

Subterraneans

Kerouac's style seems to run away with him in *The Subterraneans*. The words run pell-mell into each other; the author's use of associations is confusing and unsuccessful. Although there are moments when Kerouac is at his best, *The Subterraneans* shows signs of a self-conscious and pseudo style of writing.

The aimless wandering in *On the Road* shifts to meaningless lovemaking in *The Subterraneans*. The protagonist of the *Subterraneans* is not dashing across the country looking for kicks, but is "trying to make it" in San Francisco. The wild parties and orgies of *On the Road* continue in *The Subterraneans*, but Kerouac confines the search for the essence, the Truth to one man and one woman. The book revolves around the affair between a Negro woman and a white man.

The book is permeated with a stultifying negative attitude. The quest for Truth is not resolved by love. The love affair dissolves into nothingness, but neither the man nor the woman seem to care. There is not even a hint of hope. "I think—now I go home, and its all over for sure. . . . I realize that this too with Mardou was a joke. . . . And I go home having lost her love. And I write this book."

Although these individuals seem to be progressing nowhere, Kerouac desperately tries to justify the existence of the Beatniks. "They are hip without being slick, they are intelligent without being corny. They are intellectual as hell and know all about Pound without being pretentious or talking too much about it, they are very quiet, they are very Christlike." The book has the appearance of a handbook.

Dharma Bums

In *Dharma Bums* optimism bubbles forth from Kerouac's pages. Not only has his style matured, but the book moves in a positive direction. The wild parties and drinking bouts continue, but the protagonist remains aloof. He believes in something, and his faith directs him to his goal. There is no climax nor

neglect of the serious side of college life. We feel that the gist of Gay Nathan's article was a defense of tradition and exercise, not the condonation of regular neglect of studies.

M. Macleod, S. Dunham,
E. Schneider, S. Tucker,
C. McKee, J. Vanzwoll

See "Free Speech"—Page 6

height of revelation in either *On the Road* or *The Subterraneans*. But in *Dharma Bums* the search for Truth culminates in enlightenment. There is a reaffirmation of life; life does mean something after all.

Kerouac had found this new and fresh approach to life in Zen Buddhism. There were hints of this belief or way of life in *On the Road*—"he was reaching his Tao decisions," but the faith did not offer a positive direction. In *Dharma Bums* Kerouac expounds at great lengths on Zen.

The essence of Zen teaching is not to think. In the words of D. T. Suzuki, not to think does not just mean not to think; it means to transcend thinking, to achieve something more than thinking, to reach the source of thinking where all things come out including art and religion and life itself. With the Zen-man, his very life as he lives it is an original piece of creation. No moral codes, no propriety rules, no conventionalities are needed to make the Zen-man's behavior good.

Kerouac's protagonist follows the Zen tenets. He searches for the Truth and in so doing, withdraws from the world until he has discovered the essence. He escapes into the mountains, and meditates. He has a revelation: "Sixty sunsets had I seen revolve on that perpendicular hill. The vision of the freedom of eternity was mine forever. The chipmunk ran into the rocks and a butterfly came out. It was as simple as that."

Kerouac's poetic prose style develops in the course of his three novels. He describes the world of physical experience with great beauty and realism. His imagery is a unique combination of the concrete and abstract. When he writes unaffectedly and with control, he is at his best, and shows qualities of true creative genius. His attitude toward conventionalism remains consistent; he never stops hammering at the complacency of middle class Americans. "Colleges are nothing but grooming schools for the middle-class non-identity which usually finds its perfect expression on the outskirts of the campus in rows of well-to-do houses with lawns and television sets in each living room with everybody looking at the same thing and thinking the same thing at the same time. . . .

A genuine optimism and direction has taken hold of Kerouac. The difference between *On the Road*, *The Subterraneans* and *Dharma Bums* is found in the fact that Kerouac has something positive to offer in his latest book. *Dharma Bums* is a work of substance. Jack Kerouac is a writer worth watching.

FREE SPEECH

A Forum of Opinion from On and Off the Campus

The opinions expressed in this column do not necessarily reflect those of the editors.

Dear Editor,

Anybody who has lost faith in humanity, and especially in the college generation, should have been present in Knowlton Salon on Thursday, October 23. 112 students, 10 faculty members and the several employees who gave blood deserve a "thank you" that is heartfelt. Every girl who was scheduled to give blood appeared on time for her appointment, with the exception of three people. There were twelve "walk-ins" (people who had not signed up but who came anyway), and the few girls who were unable to donate blood because of colds or lack of permission came to Knowlton in person to notify us.

All of you who gave blood have helped someone less fortunate than yourself to receive free transfusions in the Connecticut hospitals. And for those of you who came, but were rejected—your effort and interest were more than appreciated.

But most important was not the amount of blood that was given, but the attitude of the donors. Unfortunately only three nurses were on hand to take care of over 100 people. Because of this, the majority of girls and faculty members had to wait as long as two and a half hours to give their blood. This is a large chunk out

of a college day to have to spend sitting without books or magazines, which was the case for many. I must admit that we expected most of the girls to leave; I certainly would not have blamed them, since they had been scheduled for a specific time and had planned their day accordingly.

And yet not one person deserted! Those who had classes left and returned afterwards. No one griped. Many asked if they could help in the canteen while they were waiting. Others went back to their dorms to get books. Perhaps this attitude should be taken for granted from girls who are fortunate as we, but I still think it deserves praise. I wish I knew some adequate words of thanks.

Susie Rike '59

Chairman, 1958 Bloodmobile

Dear Editor,

We are writing in defense of Gay Nathan's article in ConnCensus two weeks ago. As long as athletic activities continue on campus there has got to be some student support of them, and one of the Athletic Association's strongholds is Sideline Sneakers. It is Gay Nathan's job to report gymnastic goings-on about campus in much the same way as a

member of the French Club might write about the French Club's program, or a Math Club member of the joys of mathematics. Every school organization must, to some extent, blow its own horn, so why shouldn't the Athletic Association? This is not to say that the academic life should be left to trail along behind body-building in the new Rec Hall, and it is doubtful if Gay Nathan had such a thought in mind when she wrote the article. An unfortunate modern trend has been the linking of an interest in athletics to anti-intellectualism. Yet ancient Greece, the greatest intellectual civilization of all times, stressed the dependence of the mind upon the body. The term "frantic rush to intellectualism" was not a good one, but there is a definite need on campus for a place to relax. With such a need satisfied, students might evince less of a tendency to invent their own methods of relaxation by indulging in bored indolence, which more often than not is the result of a lack of exercise. A once-a-year tradition like Mascot Hunt does not demand participation from everyone, but for those who do take part in it, the slack in studies for so short a time does not seem too great a

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Foreign Students Compliment German, Dutch, US Education

by Marcia Brazina '62

Elke Baring is a pretty, bright-eyed fraulein from West Britain. Coming here at twenty-two on a Fulbright Scholarship was a grand experience for her, full of excitement and just a little apprehension. Elke and her ninety-five shipmates arrived in America on September 8th. Although she was the only student to study at Connecticut College, she had obtained many favorable reports of the institution from Americans in Germany and other exchange students.

Elke attended elementary and high school, which together comprise thirteen years of study, in Berlin. She has completed a total of five semesters at the University of Berlin, Freiburg University and in France. At Connecticut, Elke is taking courses in English, American poetry and literature, French literature and philosophy.

In Elke's opinion the exchange student program offers more than just a chance to study and learn academically; it gives the student an opportunity to observe the American way of thought and mode of life. "This," she says, has given her a glimpse of what America is really like."

Contrary to popular Continental belief, Elke has discovered that American college students are quite serious about their academic status. She found that students at Connecticut work hard at their studies.

Elke wholly agrees with the liberal arts college methods. At the universities she had twenty to twenty-five class hours per week. Most of these were spent in lectures, where she had little chance for group discussions.

Among the many things that endeared our college to Elke was the genuine interest of the students in her country and their friendly, open attitude toward her. Elke is much enamored of the casualness and informality of college life, and joins in heartily with pizza parties or dorm chats. Incidentally, she finds American food quite to her liking and she especially enjoys the variety offered.

This informal attitude is carried into American social life as well, Elke discovered. In Germany a girl is initiated into the social whirl at fifteen when she first attends a dancing class. From sixteen on, her social life is usually limited to one or two boys. "Dating," she said, "is taken much more seriously."

Elke has become one of the chief backers of the mixer. Besides providing an opportunity for meeting many boys, she feels that they give a girl social poise and tact. "Perhaps this is why American girls seem more mature," she explained. In Germany many girls of seventeen or eighteen have never had a boyfriend.

On the whole, Elke is extremely enthusiastic about having the opportunity to study at Connecticut College. "My life," she says, "has become a series of pleasant experiences."

by Suzy Tucker '61

Ever since Elisabeth Reeders was young, she has had a fascination for America and American things. America is an important country, she says, and one hears so many judgments about it—both good and bad. She had seen American movies and heard many opinions, Elisabeth wanted to see it for herself.

Elisabeth has come here from Amersfoort, Holland, which is near Amsterdam. When she completed her twelve years at the Lyceum in her home town, she was only seventeen, and wanted to wait a year before entering the University in Holland. She acquired information about American scholarships from the Netherlands-America Institute. They gave her "forms and forms!" She submitted all her marks from her twelve years' study and took exams and questionnaires about her interests, clubs, and hobbies. Then, after an interview and a difficult English composition test, her forms were referred to the Institute of International Education in New York. The Institute recommended her for the Foreign Students Program here.

Future Plans

While she is here, Elisabeth wants to concentrate on studying American subjects, although next year when she will attend the University (she will then be nineteen) she will be studying languages—a program which lasts about six or seven years. She has already taken five years of Latin and four years of Greek, speaks English fluently and is taking a Spanish course here. She is also taking American Literature, Art, and Sociology. Although she is not sure what she will do after the University, Elisabeth does want to return to America in the future.

Like most of the Foreign Students here, Elisabeth has been impressed with the informal student-faculty relations, although she did know most of the faculty at the Lyceum quite well, since she had been President of the school paper, Vice President of her school club, and Representative of her school committee on inter-scholar tournaments. She has also been impressed with the sportsmanship displayed by the girls here, especially during Mascot Hunt.

Elisabeth spent an afternoon in New York before coming up to Connecticut. She loved Fifth Avenue and Saks, and what's more, she bumped into Cary Grant and Alfred Hitchcock, who were filming a movie there.

Elisabeth declines as yet to pass a judgment on the American male situation, because she hasn't had time to think it over—"it's different."

The campus, she said, is beautiful and well-kept. And she adores the outfits people wear when it rains!

One of the most interesting aspects of being editor of a newspaper is that a trip to the mailbox almost never results in futility. An editor can make that unique and envied boast that she hears from at least one person every day. The communications range in substance from books to samples of soap and in import from the sublime to the ridiculous. If she has a phobia against throwing anything away, her desk drawers may soon overflow with mail. Necessity forces a reevaluation of the material accumulated, and a designation of it to the save, answer or discard pile. The process is recorded below.

ITEM: ANGLO-AMERICAN PEN CLUB,

Dear Sir,

May I introduce myself? I am a Scot, (hometown—Edinburgh) now a Civil Servant in London. During the war I was a radio operator in the British Merchant Navy and I visited America many times. I was always impressed by the kindness and hospitality shown to the Britons like myself who were thrown up on your shores by the war.

I now have a lot of spare time and so as a hobby, I have started the above Club to enable young people in America and Britain to get to know each other better, exchange ideas, magazines, etc.

I already have a long list of young Britons who are eager to make pen friends in America but my difficulty is putting them in touch with young Americans of similar interests. I am, therefore, taking the liberty of writing to you in the hope that you will agree that only good can come from such a flow of correspondence across the Atlantic and if any of your readers are interested would you please advise them to write to:

Mr. H. Henry
38 Crawford Street
London W. I.

Trusting to hear from you shortly,

Yours sincerely,

(signed)

COMMENT: We agree that this is an excellent idea. We urge that interested readers take advantage of this opportunity—we are certain that Mr. Henry will not object to a feminine replacement for his "Sir."

ITEM: POSTCARD FROM WEST COAST

The costs of a car wreck are bad but they also deprive us of many other things we would like to have. The Press might help this situation if they would stress the financial advantages of alert driving.

William Sullivan
720 West Tenth Place
Los Angeles 15, Calif.

COMMENT: Yes, although the Press might also attempt to get at some of the more basic advantages of safe driving. Mr. Sullivan might ask for a raise or an advance in his allowance, whichever the case may be.

ITEM: SIMJIAN AND COMPANY, TEHERAN, IRAN

Dear Sirs,
We shall be very much obliged if you subscribe us for one year to Connect. College News and send us 3 copies of every issue together with your invoice to enable us to send you remittance.

Faithfully Yours,

Simjian

P. S. If you have old issues for 1957 and 1958 please send us 3 copies of every issue you have.

COMMENT: We quote a reply to a similar letter published in the October 23 issue of THE SOPHIAN, Smith College:
Dear Sirs:
We welcome your request to join the nine other foreign countries which receive the SOPHIAN and hope that you will not be "unable" to send the remittance before too long. Anxiously yours,
SOPHIAN

Apart from the personal corre-

spondence in the Editor's Mailbag, announcements of contests are prevalent.

ITEM: Abelard-Schuman Publishers are currently running an essay contest for sophomores, juniors, and seniors. The theme of the essay is an appraisal of a book by Professor George Williams of Rice Institute, entitled **Some of My Best Friends Are Professors**. Professor Williams delves into higher education in America, and comes up with a critical commentary on teaching methods: "there is only one way to be a good professor, but there are at least seven ways to be a very bad one." Not stopping here, he goes on to list the types of bad professors: the plain stupid professor, the smug professor, the arrogant professor, the professor lacking human warmth, the "pal" professor, the worldly and cultured gentleman-professor, and the businessman-professor. The prize for an appraisal of this admittedly tempting analysis is \$500. The contest closes February 1, 1959; the prize-winner will be announced on March 15, 1959, and entry blanks may be obtained by writing to Professors Contest, Abelard-Schuman Limited, 404 Fourth Avenue, New York 16, N. Y.

Through the kindness of the **Reader's Digest**, we receive notices of special-interest articles appearing in current issues. They also enclose their column "It Pays to Increase your Word Power." We reprint part of one below as a challenge to the reader's intellect, provided he doesn't peek at the answers which is, of necessity, printed directly below each excerpt.

(1) **accrual**. A: debt. B: loss. C: aid.

Ans: C: An increase or addition due to natural processes; increment; as, an accrual to wealth. Latin accrescere, to increase.

(2) **grovel**. A: to make angry sounds. B: lie prone in an abject manner. C: feel depressed.

Ans: B: to lie prone in an abject manner; crawl; cringe; as, Puppies sometimes grovel at their masters' feet. Middle English gryfelling, face down.

(3) **gyration**. A: mocking gesture. B: general rejoicing. C: taunt. D: going round in circles.

Ans: D: The act of going

round in circles; whirling; rotation, as, a dancer's gyrations. Greek gyros, circle.

(4) **debilitation**. A: act of outlawing. B: caution. C: weakening. D: deep thought.

Ans: C: A weakening; weakness; state of impairment; as, a gradual mental debilitation. Latin debilis, weak.

(5) **indisposition**. A: selfishness. B: uncertainty. C: disinclination. D: boredom.

Ans: C: Disinclination; aversion; state of being unfavorably disposed; as, an indisposition toward work.

(6) **honorarium**. A: promotion. B: fee for services. C: honorary college degree. D: formal speech.

Ans: B: An honorary fee for professional services for which there is no fixed price; reward for gratuitous services. Latin honorarius, honorary.

Radio

Mrs. Josephine Ray, Director of College Radio, announces that the first program of the 1958-59 series of Connecticut College Conversations and Concerts will be heard on Station WICH, Norwich, on Saturday, November 1, at 6:45 p.m. and on Station WNLC, New London at 9:15 p.m., Sunday, November 22.

The program presents a discussion between Associate Professor Betty Thomson of the Department of Botany and the College host, Jean Leblon of the Department of French. They will discuss Miss Thomson's new book, **The Changing Face of New England**.

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Calendar of Events

Thursday, October 30	
AA Halloween Party	Gym, 7:00 p.m.
Friday, October 31	
Play Production, "Old Wives Tale"	Auditorium, 7:30 p.m.
Saturday, November 1	
Campus Movie:	
Carnival in Flanders	Auditorium, 7:30 p.m.
Square Dance	Gym, 8:30 p.m.
Sunday, November 22	
Vespers: Dr. John Miller	Chapel, 7:00 p.m.
Wednesday, November 5	
Assembly: Miss Tuve of the English Department	Auditorium, 4:20 p.m.
Amalgo	Auditorium, 7:30 p.m.



Do you think I should start growing my moustache now, or wait a few days?

D. Stern

Fenton of the Science Dept. Compares English Education

by Julie Thayer '62

When asked whether our educational system is superior to that of England's, or vice versa, Mr. Fenton, the new member of the Physical Science Department, replied that there is no real standard of judging superiority. He feels that there are definite differences in the two systems, but that perhaps the final results are comparable.

Mr. Fenton received his degree at the Imperial College of Science and Technology, which is part of the University of London. He came to the United States in 1955 and taught physics at Purdue University for two years before joining the faculty at Connecticut.

High Schools

It appears that the English high school graduate is more advanced than his American counterpart. The high schools in England are operated in close conjunction with the universities and it is customary for the student to gain some of his college degrees in high school. They cover many of the same subjects that the

American liberal arts college offers, although in a less concentrated degree. It is difficult to gain entrance into an English university; consequently, the students work very diligently. This is true in American institutions too although the standards tend to be less high universally because of the presence of state universities. However, Mr. Fenton feels that the small liberal arts college in this country is one of the finest components of the American educational system.

In England, the concept of liberal arts is almost non-existent. The universities are more specialized and often the students produced are more or less one-sided. There are few optional courses because the student works primarily for his degree.

Faculty Role

Mr. Fenton feels that in general teachers in this country are more conscious of their role as educators. In England the instructors are specialists in their fields and rarely study formal education. They confront their students as experts.

This English practice of not spoon-feeding the student is in part responsible for the fact that he is more independent than many an American youngster. Hourlies are unheard of since the entire mark for the year is based on one final examination.

The extracurricular program differs little except that there is less emphasis on sports in England. There are also no fraternities.

Mr. Fenton refuses to say that one system is better than the other. They are merely different and each has definite advantages. They both achieve similar results and the major distinction is that, because of the greater emphasis on high schools and less stress on liberal training, English education takes less time to reach the specialized degree. American students, while taking longer to obtain their education, are perhaps more well-rounded individuals in the long run.

Critic Sees Value In Cat's Trouble With Hot Tin Roof

by Carol M. Plants '60

According to Hollywood, the South has more domestic problems than any other part of the country. Take for instance, Cat on a Hot Tin Roof, the latest and most interesting of the recent exposes on One Man's Family.

Big Daddy, (Burl Ives), has got a lot of trouble on his hands, and according to the rest of his relations, it's all his fault. Big Mama, (Judith Anderson), is trying her best to keep the home fires burning. Maggie the Cat, (Elizabeth Taylor), is scratching and purring at husband Brick, (Paul Newman) while he licks his wounds with liquor. With the assistance of their five sadistic siblings. Brother Man and Sister Woman are pulling for Big Daddy's big estate.

In possibly the most gruelling birthday party ever filmed, they all get together and raise a howl that lasts over an hour. Eventually, Brick and Big Daddy square off in the dusty basement, crammed with relics of a European tour. With two or three moments of truth that would embarrass a Greek tragedy, Brick and Daddy rub the fur for all it's worth—"There are some things we got to face, we always seem to talk around things. The truth is, Brick, you never grew up." "The truth is, Bib Daddy, we talk in circles, and we have nothing to say to each other."

The result of all this is a fairly substantial movie, with L. Taylor displaying surprising versatility as an actress, while Paul Newman and Burl Ives make the most interesting and incompatible father and son seen on the screen in a long time. Fortunately, there is more than one cat in this movie.

Movie Schedule

CAPITOL THEATER

Wed., Oct. 29-Sat., Nov. 1
Jack London's Wolf Larson
Barry Sullivan
Snowfire

Sun., Nov. 2-Tues., Nov. 4
Don't Go Near the Water
Glenn Ford
Les Girls
Gene Kelly
Mitzi Gaynor

Starting Wednesday, November 5
In Love and War
Robert Wagner
Dana Wynter

GARDE THEATER

Wed., Oct. 29-Tues., Nov. 4
Cat on a Hot Tin Roof
Elizabeth Taylor
Short—Arctic Roundup

Starting Wednesday, November 5
Big Country
Gregory Peck

Donors Exceed College Quota In Blood Drive

The results of the recent Bloodmobile drive on campus have been announced. This year a total of 100 pints of blood was given, exceeding the college quota by 25 pints. The list of donors included 112 students, 10 faculty members, and several employees.

Service League wishes to express its appreciation to the dorm recruits who contributed their time and energy to make this year's drive a success. The following girls served in this capacity: Betsy Peck, KB; Emily Ade, JA, Pat Turley, Mary Harkness; Mary Cochran, Blackstone; Cammie Manuel, Grace Smith; Kathy Condon, Larrabee; Robyn Roessler, East; Sue Rayfield, Thames; Jeannie Chappell, Freeman; Judy MacPherson, Knowlton; Ellen Freedman, Branford; Fern Alexander, Emily Abbey; Ann Pope, Winthrop; Carol McKechie, North; Bunny Block, Windham; and Pat Peck, Plant.

Thanks also to the girls who worked in Knowlton helping out with registration, serving in the canteen, and acting as nurses' aides during the hours of donation. They are as follows: Glenna Holleran '59; Heidi Angevine '59; Beverly Folgman '62; Jo Habermehl '62; Ann Burdick '59; Nancy Seip '61; Ellen Watson '62; Ann Entekin '59; Sue Hostek '61; Gail Mansfield '61; Karin Brodshaug '61; Judy MacPherson '62; Jane Hardesty '61; and Martha Flynn '59.

Dr. O'Brien, a Red Cross representative, expressed his appreciation by saying, "I have never seen anything like this. If the other 800 students are like these, you certainly have a fine group of girls at Connecticut College!"

Appeal to Students For Drive Support

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It's fairer—to all the worthy causes that need contributions because you think of all and consider all at the same time. Remember that several \$.50 and \$1.00 contributions to a variety of campaigns will probably add up to much more than the \$10.00 we ask you to give to Community Fund. We have to put "all our begs in one ask-it."

GI 3-7395

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J. Tillman Spends Summer With WAC As Cadet Corporal

by Susan Hillman '60

This Summer was a busy one for Joan Tillman '59, who spent four weeks as a member of the United States Women's Army Corps at Fort McClellan, Alabama. While in the WAC, Joan's rank was that of Cadet Corporal, and she was paid a corporal's salary. The Cadet Corporals were saluted by the enlisted women.

Military Life

Among the military procedures "enjoyed" by the thirty-four young women participating in the program were five a.m. reveille, daily room inspection, and parades. Joan's average day was devoted not only to classes, but also to drills and field trips. Her courses included Military Justice, History and Traditions of the Army, Role of the WAC, Chemical, Radiological and Biological Warfare, Organization of the Army, Civil Defense, and Leadership. All classes were instructed by military personnel. Among the field trips in which Joan participated were a tour of the gas chambers, and trips to Fort Benning, Ga., and to Fort Rucker, Ala. The WAC's were in one big parade as well as weekly ones which took place on Tuesday mornings.

Joan's living quarters were in the WAC Officers' Training Company building. Eighteen women lived in a room, but each room was divided into cubicles. The furnishings were comfortable and modern.

Social Life

The Army does not neglect the social life of its women. Joan was free every night until 12:00, and every week end from 11:00 Saturday morning until midnight Sunday. The Chemical Corps was located at Fort McClellan, so male company was not lacking. The girls could date only officers.

Joan learned of the program through a recruiter who visited our campus last Spring. This was the second year of the WAC training program, which, as one of its advantages, pays for the girls' transportation. The object of the program is to interest young women in becoming members of the Women's Army Corps. Only women who have completed their junior year of college are eligible for participation.

Study Conference Convenbs in Mass.

The annual fall conference of the Student Christian Movement will be held on November 14-16 at Whitinsville, Massachusetts. The study conference is entitled "The Biblical Faith and the Calling of the Church." The adult leaders will include Professor Jacques Bossiere of Yale University and Professor Darius Lee Swan, professor of English and Drama, Allahabad, India. All interested persons should see Marianne Hoadley, Freeman House, for further information.



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To Sing or Not to Sing...

Pro:

It would seem that those students who wish to abolish Compet Sing are missing the entire idea in back of the event. Not only this, but they are willing to forego one of the traditions of the college, which was initiated some time ago to unite the classes and promote a spirit of goodwill and comraderie.

One of the main arguments against Compet Sing is that the rehearsals take up too much of students' time. However, many things may be said in retort to this complaint. One of them is that the rehearsals are never longer than one half to three-quarters of an hour; and what student here does not take at least that much time each day in which to write letters, play bridge, talk on the telephone, listen to records, or . . . DO NOTHING?! If we have the time for these matters, have we not the time for a few short rehearsals, for such a brief interval of time as two or three weeks? Also, the student who is seriously concerned with saving time might well consider paying attention at these rehearsals. (Anyone who does not believe this caused difficulties need only contact any of last year's Compet Sing Directors.)

When Compet Sing was instituted, there was a purpose behind the move. This writer does not believe that, since then, students at Connecticut College, or anywhere else, have become so much more sophisticated that the need for such events no longer exists. If anything, the general attitude concerning Compet Sing would seem to prove that the need is greater than ever!! Abolishment of tradition is not the cure for apathy. College is one of the most appropriate shelters of tradition; in fact, a campus is more than a green surrounded by ivy covered buildings and swarming with youth and vitality. At its most sentimental, college is tradition, itself. (Ask the grads among your acquaintances what they remember most fondly about their undergraduate days: the rope pulling, the class play, the bonfire, the interclass sing, etc . . . all these come to the fore immediately.) These are the four years of our lives when we may enjoy tradition at its best; to abolish such activities as Compet Sing is to miss a large part of our College experience. Better than to abolish tradition might be to revise our attitude toward it. Better than to scoff at such an adolescent and unnecessary activity might be to recon-

sider the methods by which it might be improved.

In short, although the writer does not expect to smile cheerily every time she is reminded of a rehearsal, she does expect to remember with pleasure the enjoyment of participating in Compet Sing last year and to anticipate a similar experience this year.

Con:

Whenever too much work goes into a project, its success does not measure up to the energies expended in bringing it about. Such is the case of Compet Sing. The night of Compets is glorious. But the weeks before are sheer agony for most of us. Not everyone is endowed with equal talents or, for that matter, with equal likes and dislikes. Many of us not only sing poorly, but also derive no enjoyment out of serious singing. And yet, we are made to feel that the success or failure of our class's song rests solely on our attendance at rehearsals. We may even be fined if we fail to come to a rehearsal.

Rather than creating class unity, Compet Sing seems to evoke class tension. A girl may have an exam, but must attend Compet Sing rehearsals or suffer both a fine and scorn from her fellow classmates. What kind of unity is this? And the fact that fines have been necessary proves a lack of enthusiasm on the part of a great number of the student body. The kind of activity that makes for school tradition must be supported fully by the students or else it will have adverse effects.

For those who sing only because they feel they have to, even the reward of winning does not compensate for the time and work put into Compet Sing. Obviously a small percentage of those "compulsory singers" will get that feeling of reward, and the feeling will be confined to one class, the class that wins. This is not true of our other campus traditions where the competitive spirit is greatly reduced by

the unifying spirit. The fun of "singing together" rests in one's being able to sing out, whether her voice is good or bad, whether she sings on key or off. As soon as one is made to feel self-conscious about her voice, she loses the joy of singing. Compare the spontaneous enthusiasm for Moonlight Sings to the laborious enthusiasm arrived at on the eve of Compets.

Surely some tradition can be started from which we will derive all the splendor and excitement experienced on Compet Sing night, but without the unnecessary inconveniences and tiresome preparations that precede it. This is not to imply, however, that the substitute must be of an academic stimulus, or that it must be found before the abolition of Compet Sing.

The fear of doing away with tradition is an immature one. The insight involved in recognizing the weakness of traditions can be much more advantageous to our college community. We are giving up beneficial qualities as well as antagonists ones when we move to end this tradition. But any of the traditions practiced by such an institution as Connecticut College should have much less dissension shown toward it than is now being evoked by Compet Sing.

Sideline Sneakers



Get out your broomsticks; grab a black cat. Carve out a pumpkin, round and fat. Prepare yourself for an eve of fright As AA gives you "Hallowe'en Night!"

Thursday eve as the dusk rolls in And the face on the moon shapes a hideous grin, The shrouds will emerge from the doors of the dorms. And bats will descend on the campus in swarms.

Ready and waiting, spooky and dim, Stands the stone building, our own CC gym, Housing the apples dangling on string, The game booth and candy and most everything!

To Learned House children we'll all play the hosts Proving to them the existence of ghosts. We'll dine them on ham and give them a treat. Commuters and E.A. will make it complete!

Be there, then, with the other witches; Let the "Horror Show" keep you in stitches. Think up a clever and ghoulish disguise And walk away with the costume prize.

And if, when you leave the party that eve, You feel someone's fingers tug at your sleeve, Take the advice of AA — BEWARE; Don't turn around. There'll be nobody there!

Thanks to Bunny McPeck and Mr. Lambdin for all their help in planning the party. And do you know what ghosts and goblins eat at the beach? . . . sandwiches, of course.

The Sneak

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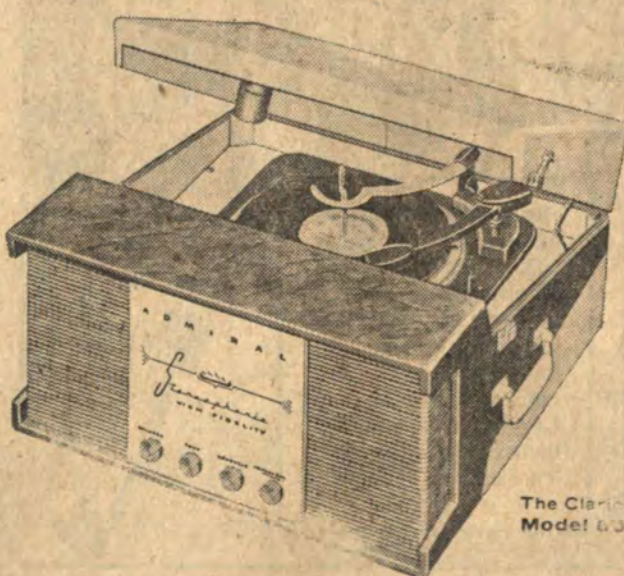
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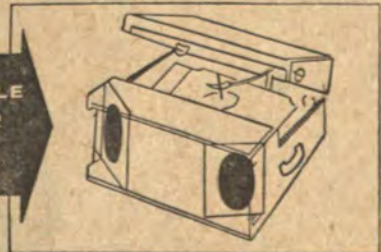
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Free Speech

(Continued from Page Two)

Dear Editor:

We were dismayed at the self-righteous tone of the Free Speech article on The Function of a College in last week's Conn Censu. We would not disagree with the contention that the primary function of a college should be to foster the academic. "The Academic" not being, however, synonymous with "Daily Classroom work." The bounds of the academic are not confined to the classroom nor to the required assignments. Is not "Companionship of mind" equally available outside of the classroom? In class, the mind of the student is being guided and trained in the fundamentals and theories of a given subject; outside the classroom it can express more fully the fruits of its learning, increasing the value of this learning through what the individual mind, stimulated by discussion, can bring to the facts at hand.

We feel that several of Gay Nathan's points in her SIDE-LINE SNEAKERS of the previous week were misinterpreted. Gay was not offering Mascot Hunt as a substitute for Academic work, as was implied by the writers of last week's article, but rather as a supplement to it. We feel, further, that these authors stretched a three day neglect of assignments into a habitual and exaggerated pre-occupation with extra-curricular activities. Also, as Mascot Hunt involves only two classes of the College and only those who wish to participate, it

is evident that the adverse effects of this activity have been distorted.

Last week's free speech article presupposed that one small group can decide the purpose of the College for the rest of the student body. In this presupposition lies its most serious error.

We believe education includes "the process of learning how to work with others and of understanding and making the most of oneself."

Diana Bassett
Eva de Cholnok
Anne Miller
Sue Ryder

Dear Editor:

Were it not for the precarious world situation today, it would be unnecessary to comment upon an article so characterized by immature presentation and poor writing as was the account concerning the visit of three students to the Soviet Union (ConnCensus, October 16). But, because the atomic stalemate has made international understanding and tolerance of vital import, I am impelled to question seriously the value of his article.

I can fully understand that the authors, after only seven days of rather doubtful participation in a very different society would have a paucity of substantial fact to present. I do not intend, therefore, to base my objections upon those few facts which were introduced (only incidentally) into the report. Indeed, facts are unimportant to this discussion. What is vitally important is the negative tone which permeates the entire articles and which is created by emphasis on those aspects of

Soviet life which, though foreign to Americans, are none the less trivial.

Is the fact that the Russian people are of stocky build, the hair of the women "long, with no curl," or their heels "two inches thick," suitable criterion with which to evaluate a culture? Must we accept these minutia as manifestations of the motivating philosophy of a country, or can we find other standards more pertinent? This superficiality is underscored by the authors' tasteless remarks concerning the hotel accommodations. The episode involving the visit to the trade school which culminates in the theatrical line, "When an armed guard entered, we thought the end was near" was a naive attempt to create a cloak-and-dagger effect. I would expect more substance and less contrivance in a student's report.

I realize that visitors' impressions of the Russian people and their life differ. This validates, although it does not explain, the contrast between the impression left with these students and that with industrialists such as Cyrus Eaton, artists such as Van Cliburn, and a large segment of the students that preceded them. It is this very contrast that makes sober objectivity, untarnished by prejudice and provincialism, so vital to analysis.

The article ended with the oft-heard plea for better communications between the communistic and capitalistic worlds. This, I believe, is essential to the reduction of world tension. But, the irresponsibility which characterized this report hardly recommends such an undertaking.

Amelia Rechel '62

Orchestra

(Continued from Page One)

The encore, a romantically conceived version of Bach's Ario-so, was perhaps pleasant, though not baroque music. One must not quibble, however, for Mr. Ormandy is a powerful director. An obviously successful rapport exists between the conductor and members of this orchestra from which emanates music of singular purpose. The musical performance of the Philadelphia Orchestra is truly that of Eugene Ormandy — brilliant, technically faultless and highly expressive.

Through the kindness of Mr. Ormandy, music students were invited to attend the afternoon rehearsal of Richard Strauss' Also Sprach Zarathustra.

Cabinet

(Continued from Page One)

volves a constitutional addition. It is felt that the present method of election is unsatisfactory. The request for a constitutional addition involves the creation of a chairman, other than the temporary house president, who will be in charge of the entire voting procedure. The form of this addition to the constitution, and the

Chapel Notes

Friday, October 31 8:00 a.m.
Marna Leerburger '59
Monday, November 3 8:00 a.m.
Silent Meditation
Tuesday, November 4 5:20 p.m.
Dean Babbott
Wednesday, Nov. 5 4:30 p.m.
Miss Rosamund Tuve, Department of English: Some Apprehensions Concerning the Advancement of Learning.
Thursday, November 6 5:20 p.m.
Organ Recital

reasons for its request are now posted on the Student Government bulletin board.

Cabinet hopes that by presenting their discussions in ConnCensus, the Student Government will gain a greater understanding of existing problems and their possible solutions.



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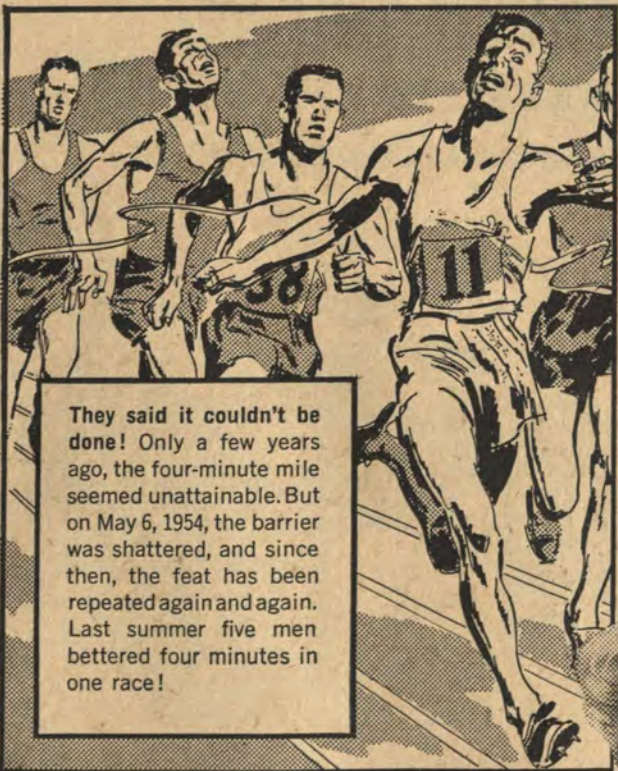
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Less tars
& More taste

DON'T SETTLE FOR ONE WITHOUT THE OTHER!

Change to L'M and get 'em both. Such an improved filter and more taste! Better taste than in any other cigarette. Yes, today's L'M combines these two essentials of modern smoking enjoyment—less tars and more taste—in one great cigarette.



LIGHT INTO THAT LIVE MODERN FLAVOR!