**Dr. David Talbot Rice to Deliver Phi Beta Kappa Lecture**

By Rae Dowton

An initiation dinner and lecture by a distinguished alumnus on Byzantine art and history will be featured at the annual commencement dinner of Phi Beta Kappa on Wednesday, March 4.

Dr. Talbot Rice, who is the new president of the University of Edinburgh, will deliver the lecture at 4:30 in Bill Hall on "The Era of the Emperors: The Golden Age of Byzantine Art." Many of our students are familiar with Dr. Rice through his book on Byzantine art, "Byzantine Icons," which was published in 1960.

Dr. Rice is an expert on Byzantine art and he has studied the history of his field, including Byzantium, for many years. He is the author of books on early English, Russian, and Christian art.

Dr. Rice has traveled in many Near-Eastern countries. He has published his findings in numerous publications.

Enthusiasts Picket

In Washington, D.C.

"Burn Uncle Weathervane," an expert on Byzantine art, he will be asked to appear on Wednesday at the PW march. He was seen protesting outside the United Nations building in New York last week. He is expected to appear on campus next Wednesday, March 11, at the PW March. He was seen protesting outside the United Nations building in New York last week. He is expected to appear on campus next Wednesday, March 11, at the PW March.

College Accepts Thirty-Three
As Early Admissions Students

Thirys-three girls from ten states have been admitted to the Early Admissions Program at Connecticut College. Of the 33 girls accepted in December, 11 are from Connecticut, two from Illinois and New York, three from Massachusetts, three from Minnesota, New Jersey, Pennsylvania, and Wisconsin.

Rabbi Saltzman to Speak at Vesper

Dr. Manuel Saltzman, rabbi of Congregation Kehillath Israel in Boston, Mass., and a member of the Academic Senate, will speak at Vesper this Sunday evening.

He has also published several books of non-fiction and translated Russian books.

**Mrs. Talbot Rice To Deliver Speech**

On Art in Russia

Tamara Talbot Rice, a Russian-born iconographer and author, will lecture Thursday, March 5, at 4:30 in Bill Hall on "The Era of the Great: A Period of Transition in Russian Art."

The lecture will be sponsored jointly by the Russian Club and the Art Department. Russian and Art are equally close-knit in Mrs. Rice's work.

She was born in Russia, but her family emigrated to England in 1919, the year she was born. She attended Cambridge University and the Slavic School, and is the author of books on Byzantine and Islamic art and architecture.

Since her marriage, Mrs. Rice has been a faculty member at the University of Edinburgh, where she has taught Russian and Slavic art.

Before the war, she contributed to many publications and was a frequent contributor to The Times. After the war, she continued to publish extensively.

The fifteen members of "People to People" who will be1 open new doors for students, of which many good students and too few opportunities. The fifteen members of "People to People" who will be1 open new doors for students, of which many good students and too few opportunities.

**Annual Alumnae Council**

Over thirty Connecticut College graduates graduated throughout the country for the two-year annual Alumnae Council last weekend. The wide recognition of the alumnae was evident in the presence of many classmates and classmates in the hospitality and generosity of the alumnae.

"Announcements" is a new program which is to open on two new doors for students, of which many good students and too few opportunities. The fifteen members of "People to People" who will be1 open new doors for students, of which many good students and too few opportunities.

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**Letters to the Editor**

**Editors' Note:**
Conn Censal welcomes Letters to the Editor. We ask only that these letters not exceed two typed pages. Our space is limited, but we want to be able to print all the letters we receive.

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**Teaching**

To the Editor:

I very much enjoyed and gained much from all the articles in the series, "The Art of Teaching." I frequently have an opportunity to judge the effectiveness of my professors' teaching. I believe that a good criterion for student judgment of a teacher is the quality of articles printed in the "Art of Teaching." I hope that some of these may be printed in your next issue.

W. F. Holden, Chairman
Department of Education

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**Probes Academe**

Cooperation between the individual faculty member and his students will be the focus of campus response to this year's Conn Censal editorials "The Art of Teaching." Cooperation indicates a high level of response to this issue. We are hopeful and, indeed, confident that this question will be carried beyond the pages of Conn Censal to our campus so that the cooperation of our students and teachers will be reflected in an improved relationship.

Opinion as to the effect of student ranking of their teachers questions the corporate effect of such criticism on the professors. Cooperation in the academic community should in no way be impaired through the pressure of criticism. Such cooperation is necessary if students are to be taught to judge the effectiveness of their professors.

We maintain that student opinion is a valid measure of teaching performance. We advocate that professors recognize that factors that must be considered.

Whether or not the student agrees with the professor's position or the knowledge of this is a matter of debate. Cooperation is necessary for our academic community. The professor's role is to teach the student to think, to question, to be critical. The professor and the student are partners in their academic growth. It is not, however, to be expected that the professor will always be right.

We propose that the students are the ones who will gain most from the cooperation of our faculty. We believe that the student voice might be most effectively expressed in the manner suggested by Mr. Holden, among others.

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**I Eat My Peas With Honey**

We don't have to call it gracious living, but it can be, when we have. Early breakfast gets the day going. And it's not a question of those little black dress shirts your mother (and Seventeen) said would be so useful in college, dear, in front of the people who really matter (all those other girls who have been doing it for years). But have been doing it for years, and suitcases alike are necessary 'cause nobody wears that sort of thing at school.

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MOTHER SAID, it might be nice to have a night when we can guarantee our social and faculty guests a good, tasty and wholesome chicken dinner. It's a joint thing to do.

 Wouldn't you like to wear your handy-dandy afternoon skirt or those little black dress shirts your mother (and Seventeen) said would be so useful in college, dear, in front of the people who really matter (all those other girls who have been doing it for years). But have been doing it for years, and suitcases alike are necessary 'cause nobody wears that sort of thing at school.

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**Cartoon**

The news staff of Conn Censal will be congratulated for the elegant design printed in this paper this semester. However, we feel that the cartoonists of the Daily Freeberg in your publication are much more imaginative and important to our college community. It is our hope that the cartoonists will continue to publish their work.
Juniors Victorious in Compet Play Contest; Seniors Interpret Complex Ionesco Piece; Freshmen, Sophomores Contrast Agreeably

by Alan Bradford

The 1965 competitive plays season began with the first of the Friday evening February 19 and 26 performances. Both events featured competitions in which candidates were expected to perform with the strictest of adherence to the rules. Freshmen, Sophomores Contrast Agreeably will be the title of the play chosen by the freshmen to give this evening. In the Sophomores' contest, they will present a play which has not yet been disclosed.

Juniors Victorious in Compet Play Contest; Seniors Interpret Complex Ionesco Piece

Thurday, March 4, 1965
Conn

The sophomore play, Theatrical, is a piece written by Eric Leftwich and directed by John M. Smith. The play centers around the lives of a group of students at a university and their attempts to express themselves through the medium of drama. The play is a satirical commentary on the nature of college life and the challenges faced by students in modern society.

Seniors Interpret Complex Ionesco Piece

When the curtain rose on the opening night performance of Theatrical, the audience was greeted with a burst of vibrant colors, a raucous soundtrack, and a whirlwind of activity. The production captured the essence of the college experience, exploring themes of identity, conformity, and the pursuit of meaning in a world often marked by superficiality and surface-level interactions.

The audience quickly seized on the play's exploration of complex issues and questions that resonate deeply with college students today. The performance was a testament to the power of a well-crafted script and the dedication of the cast and crew to bringing it to life on stage.

The production as a whole, unfortunately, seemed out of all proportion to the quality of the acting. The majority of the cast was relatively inexperienced and unprepared for the demands of performing on stage. However, there were a few standout performances that managed to shine through theensemble. One particular standout was the actor who played the role of the seemingly innocent but manipulative character, revealing a depth of complexity that was not always fully realized by the other cast members.

The length of this play, unfortunately, seemed to detract from its overall effectiveness. The production could have benefited from a more focused and condensed storyline, allowing for a more intense and compelling delivery of the themes.

Parents, Alumnae Contribute $81,070

Through the efforts of the Parent Fund Committee and the mothers of students, the University has been able to contribute a substantial sum of money to the college. This contribution will be used to provide scholarships to deserving students. The Parent Fund Committee is composed of dedicated and committed parents who are passionate about their children's education and the future of the college.

The Parent Fund Committee has been working tirelessly to raise funds through various events and initiatives. Their efforts have resulted in a significant increase in the college's scholarship fund, allowing more students to benefit from the generous contributions of our parent community.

One of the key areas where these funds will be directed is financial aid. With tuition costs on the rise, scholarships play a crucial role in ensuring that all students have access to a high-quality education. The Parent Fund Committee's contribution will help to bridge the gap between the cost of education and the ability of students to afford it. This is a testament to the commitment of our parent community to the education of our children.
Several Colleges Compete in Annual Athletic Association Weekly Sportday

The Connecticut College Athletic Association held its annual Northern New England College Press Association Wednesday evening at the Farrell Gymnasium. Contrary to expectations, the Connecticut College team won the annual meet by a 160-151 score. In the first game, Connecticut's students defeated the University of New Hampshire, 60-50, in two minutes. The Connecticut team then defeated each of the other schools, holding them to an average of 11 points each, with the following scores: University of New Hampshire, 35; Merrimack College, 17; Tufts College, 12; Williams College, 10; Middlebury College, 9; and Wesleyan University, 8.

The meets were divided into three groups: football, basketball, and gymnastics. In the football game, Connecticut scored on a two-minute overtime. Cox and Linda Sheller of Radcliffe were chosen the two best players of the day. In the basketball game, Connecticut was victorious by 138-135. In the round-robin tournament, the Connecticut team defeated each of the other schools, holding them to an average of 11 points each, with the following scores: University of New Hampshire, 35; Merrimack College, 17; Tufts College, 12; Williams College, 10; Middlebury College, 9; and Wesleyan University, 8.

The Connecticut College Association held its annual meeting Wednesday evening at the Farrell Gymnasium. The meeting was attended by representatives from the following colleges: Connecticut College, Brown University, Wesleyan University, Middlebury College, Williams College, and Yale University. The meeting was opened by President J. Walter Dendy of Connecticut College, who welcomed the delegates to the meeting. Dr. Dendy then introduced the officers of the Association, who read the minutes of the last meeting and presented the financial report for the year. The officers then took the floor to report on the work of their respective committees. The meeting adjourned at 11:00 p.m.

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Plays Bring Theatrical Dining Medium to Local Restaurant

Theatrical dining will be introduced to Connecticut with a series of plays being presented at the Connecticut Yankee Motor Inn at Niantic during March and April. Eugene Spatali, manager of the Connecticut Yankee Motor Inn, said his Pendragon Bentcore Hallrestaurant will offer an intimate and relaxed atmosphere in which to present some of the finest comedies and suspense thrillers in modern repertory. Tickets will be available for each performance, assuring the theater will offer an intimate and relaxed atmosphere in which to enjoy dinner complete with champagne prior to the 9 p.m. curtain raising.

Beginning in the second week of March, a leading little theater group from the state area will give three performances of the selected plays. Plays goers will enjoy dinner complete with champagne prior to the 9 p.m. curtain raising.

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College to Host Participants Vying in Badminton Matches

Connecticut college will play host this week to six participating teams vying for places in the Connecticut Intercollegiate Athletic Conference "K" tournament. Six of the teams will be among the contestants, according to Dick Keating, chairman of the "K" tournament and Outing Club advisor. Keating is the director of the state organization. Roger Schoolfield, a member of the Connecticut badminton team, said that the Shekspire Circus, a small college in Nederland, Colorado, will feature its team in the tournament. In addition, the Westport Racquets and the Captains playhouse will enter the tournament.

There will be a total of 63 matches played this week. The matches will be played on Saturday and Sunday, and the final matches will be played on Monday. The matches will be played at 6:30 and 8 p.m. each day. The matches will be played in 12 singles and 12 doubles.

The Connecticut College team, under the guidance of Herb Tingley, will be one of the teams playing this week.

Religious Fellowship to Present Lecture Based Upon "Science and Man" Theme

The theme of the lecture series sponsored by Religious Fellowship this year has been "Science and Man." The fourth and last discussion will concern the relation between Psycholog theology and religion. Presenting this topic will be Dr. Philip Goldberg and Dr. Edgar Jackson.

Dr. Goldberg, assistant professor of the English Department at the University of Connecticut, will address the group on science and religion. He will discuss the relationship between the two disciplines and the role they play in society. Dr. Jackson, an Assistant Professor of Philosophy at Columbia University, will discuss the implications of science on the human condition and the role of religion in addressing these implications.

Dr. Goldberg's presentation will focus on the role of science in shaping our understanding of the world and how this understanding affects our relationship with the divine. He will explore the idea that science and religion are not necessarily opposed but can complement each other in providing a comprehensive understanding of the human experience.

Dr. Jackson's presentation will examine the relationship between science and religion in terms of their respective methodologies. He will discuss the implications of science on the human condition and the role of religion in addressing these implications.

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To the Ed
(Continued from Page Two)

course, one may very well think they are not. But as it was noted in the editorial about Flucher's comments in Harper's, here at Connecticut College we assume most students are interested in learning. I believe that assumption is correct.

Therefore, moving from the premise that everyone on campus finds the good teacher to be the effective teacher, I believe that Mr. Seng questions the student's ability to evaluate a teacher's effectiveness. I cannot convince a person that what I name as the student's considerations in judging teaching skill are his considerations if that person does not believe students are concerned enough with learning to judge on this basis.

A student judges a teacher's effectiveness by his ability to "get his message across." That is to say, somehow by his style, force, manner, or approach to his subject he more often than not communicates to the student some idea or information. Granted that this quality is not easily measurable or definable. The reason is that it varies from teacher to teacher. In one, effectiveness consists of an extremely vast, well-organized delivery in a staid manner of lurid, perceptive observations or information. In another, the same gun can be his dialectic approach to the material, which may be delivered in a running, discursive manner. In every case, however, one element is constant: he has the ability to keep his students interested, cut out, and concerned with the material. His lectures have "substance," and he can communicate his ideas.

The evaluation of these qualities is naturally intuitive. How does one measure "substance" or "communication?" For the reason, students understandably hesitate in defining exactly why they consider a teacher a good teacher, but they most certainly know if he is. They have only to consider their own reactions. From their good teacher they have learned much that will "stick" long after the final exam, and they have developed an interest in the subject for its intrinsic value. The good teacher not only achieves that "bloody entrance" of knowledge with a minimum of necessary pain, but he gives the student, above all, an appreciation for the subject. I believe that all students at Connecticut College can find, or, as we shall see, be able to evaluate teaching on this intuitive but valid basis.

Moreover, if one would invest in his student opinion, I think that "personality" is not necessarily considered an element in a teacher's effectiveness (though some good teachers may utilize it), and that "popularity" is not awarded to the compliant, "good Joe" who keeps his class "entertained." Rather, popularity is the implicit acknowledgment by the student body that they have found in a teacher whose classes they attend on mondays many of the qualities of a "good teacher."

Sally Higgin

To the Ed
(Continued from Page Two)

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