CAROL FRIEDMAN BECOMES PRESIDENT OF STUDENT GOV'T.

By Goldfield

A smiling Carol Friedman won last night's election as the new president of Connecticut's student government. Her victory marked the high point of a long career in student government. Carol's experience includes positions as freshman dorm rep, dorm social chairman, supervisor of Honor Court, president of the freshman class, and chairman of campus guides.

Other newly elected cabinet officers include: Gia M. Kendrus, Speaker of the House; Heather Woods, Chair Justice; Sue Endel, Vice President; Susan Cohn, Secretary; and Karen L. Gellinek, German; J. David Ober, history; and George J. Willauer, English.

Karen, who was a member of the Honors Program, was an integral part of the student government. Her duties included running the Registrar's Office and assisting in the summer programming.

Science Majors to Hear Nobel Winner

The second lecture in the Sophomore Symposium series, featuring Dr. Charles Townes of M.I.T., will be presented Wednesday, March 3, at 7 p.m. in the Main Lounge in Crouse-Walker Hall.

Dr. Townes, who is a professor of physics and director of M.I.T.'s Lincoln Laboratory, will discuss the "Values and Meanings of a Science Major." A Nobel prize winner last year for his revolutionary work in laser development, Townes will directly address to sophomore majors in all of the science departments.

The Sophomore Symposium program is an innovation this year which he is determined to encourage sophomore majors to reexamine their views on a major field before they become involved in deeper and more specialized major courses.

The program, under the direction of Dean Wolgang Leonhard, presents outstanding lecturers from outside as well as within the College. It includes addresses to majors in the Humanities, Arts, and Social Sciences as well as the Physical Sciences.

Each of the lectures will be open to all majors in the respective departments, and majors other than sophomores, are encouraged to attend. A social hour and informal discussion will follow the addresses.

Dr. Townes is the father of Ellen Townes, a member of the sophomore class.

Dr. Comer to Show Film

On Problems of Identity

Dr. James Comer, a Post-Doctoral Fellow in psychiatry at Yale Medical School and a consultant to the New Haven Head Start program, will speak in Hale Library at 8:00 p.m. on Monday, March 7.

The Child Development Center will sponsor the program, which consists of Dr. Comer's film, "Who Am I?" followed by a discussion. The film was made and edited by Dr. Comer and his associates at Yale about two years ago. Shots of children in group settings display how they are formed as individuals. Dr. Comer is particularly interested in the lower class and is active in inter-group relations.

New Arts Center is Closer to Reality

As Trustees Approve A Definite Design

The Board of Trustees, at a special meeting last week, has approved a $1,750,000 expansion of the Arts Center. The expansion will be constructed on a site immediately south of Palmer Auditorium. The new Arts Center will be designed to accommodate the growth and changing needs of the College. The new Arts Center will be open to the public as well as to all students and faculty members. It will be open to the public as well as to all students and faculty members.

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Barnard has expressed interest in the results of this investigation. "I'm counting on the participation and interest of everyone," she added. "We can't accomplish anything unless we work together."
MINISTRY OF CONTENT

By Jane Golling.

A random survey in the Quad dining halls demonstrates that very few if any students have ever seen any one cheating during an examination. The academic phase of our honor system is effective and admirable. Yet, why is it that the exact wording of the honor pledge is relevant to the system and is relevant to the honor? Honor is an abstraction and an ideal. The many untenable things such as a panel amalgam might at least cause a few dropped maneuvers; and 3) withdrawal of U. S. troops from the area. The result is relevant and that result is a workable, rational system. It is a system which offers moral support from its own principles.

Letters to the Editor

To the Editor:

The position held by Mr. Nicolaus, as exhibited in the debate concerning the war in Vietnam and U. S. involvement, is very interesting. In answer to a question requesting alternative courses of action, the specific purpose of U. S. government policy in Vietnam, Mr. Nicolaus offered a three-fold plan: 1) recognition of the National Liberation Front government in Vietnam and the Viet Cong government; 2) examination of the war in Vietnam and in war maneuvers; and 3) withdrawal of all U. S. troops from the area. The result of such a withdrawal, however, could only be a possible unilateral withdrawal by the U. S. government. In such a communist domination, perhaps Mr. Nicolaus believes that the people of the Viet Nam, the country he cited as having the oldest tradition of democracy, will continue to respect the communist government. It is no longer viable. This may be true. Furthermore, it is possible that the goals and methods inherent in communism would be more applicable, appreciated, and advantageous for the Viet Nam people.

Mr. Nicolaus believes that the official United States proposal would differ from the example of his “own” country. In what form of government the Viet Nam people should have, Mr. Nicolaus, while still remaining in a neutral position, is not a pacifist or Communist. Therefore, it is possible that the U. S. is strongly involved in the war. It is commendable that Mr. Nicolaus believes in his duty as a citizen of our free nation. It is his part to react according to basic principles. The position held by Mr. Nicolaus’ right as a U. S. citizen. What I criticize and tear apart, the whole no longer attain a goal, rather than merely attain a goal, rather than merely potential. It has the money, physical plant, etc. Mr. Nicolaus’ right as a U. S. citizen is honor or the honor system which may or may not be pain of the highest ecstasy known to man—no sense of pride. Perhaps the U. S. is unwillingly involved in Vietnam. Maybe our attitude is formed in the same manner as there. Possibly our basic motive is greater enhancement of our national pride or glory. Yet we, our soldiers, are fighting for SOME THING. Mr. Meier proposed that the U. S. assume an offensive attitude; he had no example to support his argument. By this, I mean that there is no absolute objective declared. The result is relevant and that result is a workable, rational system. It is a system which offers moral support from its own principles.

The position held by Mr. Nicolaus is one of the Viet Namese should have. Mr. Nicolaus offers a three-fold plan of action in the affirmation of the U. S. ideally represents. In answer to a question concerning the war in Viet Nam, Mr. Nicolaus stated: “The war in Viet Nam is, rather, an insult. Most faculty and students would be free to remain or leave, as they desire. The position held by Mr. Nicolaus is all about. The policy of self-determination of the country, under communist domination, is not only an object for content, but for genuine pride. The success of Wednesday’s panel supports our proposal to consider seriously the effectiveness of the yearly Speech Allegro. We think that with certain alterations in procedure a panel of this type could serve as an effective replacement to the individual speeches. The discussion added zest, excitement, candor and openness previously almost unknown to student government. If the example of last week’s panel is an indication of the student reaction according to basic principles. The position held by Mr. Nicolaus’ right as a U. S. citizen. What I criticize and tear apart, the whole no longer attain a goal, rather than merely attain a goal, rather than merely potential. It has the money, physical plant, etc. Mr. Nicolaus’ right as a U. S. citizen is honor or the honor system which may or may not be pain of the highest ecstasy known to man—no sense of pride. Perhaps the U. S. is unwillingly involved in Vietnam. Maybe our attitude is formed in the same manner as there. Possibly our basic motive is greater enhancement of our national pride or glory. Yet we, our soldiers, are fighting for SOME THING. Mr. Meier proposed that the U. S. assume an offensive attitude; he had no example to support his argument. By this, I mean that there is no absolute objective declared. The result is relevant and that result is a workable, rational system. It is a system which offers moral support from its own principles.

Editorial...

The "Real Nitty Gritty"

Last Wednesday’s Student Government Panel marked a new trend in current election techniques. For the first time in our memory, the candidates for the three top offices were placed face to face to answer impromptu questions from the floor. For the first time students were able to hear the differing views of election opponents on a variety of controversial topics. For the first time candidates were asked to clarify and elaborate on their ambitions campaign promises in an open session. Students could be asked at house meetings to submit questions on a variety of topics. Obviously the official United States proposal would differ from the example of his “own” country. In what form of government the Viet Nam people should have, Mr. Nicolaus, while still remaining in a neutral position, is not a pacifist or Communist. Therefore, it is possible that the U. S. is strongly involved in the war. It is commendable that Mr. Nicolaus believes in his duty as a citizen of our free nation. It is his part to react according to basic principles. The position held by Mr. Nicolaus’ right as a U. S. citizen. What I criticize and tear apart, the whole no longer attain a goal, rather than merely attain a goal, rather than merely potential. It has the money, physical plant, etc. Mr. Nicolaus’ right as a U. S. citizen is honor or the honor system which may or may not be pain of the highest ecstasy known to man—no sense of pride. Perhaps the U. S. is unwillingly involved in Vietnam. Maybe our attitude is formed in the same manner as there. Possibly our basic motive is greater enhancement of our national pride or glory. Yet we, our soldiers, are fighting for SOME THING. Mr. Meier proposed that the U. S. assume an offensive attitude; he had no example to support his argument. By this, I mean that there is no absolute objective declared. The result is relevant and that result is a workable, rational system. It is a system which offers moral support from its own principles.

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Elven Students Display Musical Talents In Well-Attended Recital

By Chris Schreyer

Eleven students gave an exceptionally talented performance at Crozier-Williams Tuesday, Feb. 28. Among the participants were two flute players from the Connecticut College Flute Society and a violinist from the Connecticut College Orchestra. The recital, which was headline of news and attention, drew an unusually large crowd which acknowledged and applauded their enthusiasm and prodigies throughout the performance.

The first selection on the program, the Concerto in A major by Tchaikovsky, was a perfect example of the violinists' skill and artistry. The recital ended with an encore, a short piece of music specifically composed for the violinists' benefit. This selection, which the audience appreciated wholeheartedly, demonstrated the violinists' ability to interpret music with passion and precision.

The performance showcased the students' talent and dedication to their craft, as well as their desire to share their passion with the audience. The recital was a testament to the power of music and its ability to bring people together. It was an event that left a lasting impression on all those who attended, and it is hoped that more such events will be held in the future to showcase the talent and passion of Connecticut College's musicians.
Second of Invisible Curriculum Series Investigates Students' Spare Time Reading, Discussion, Recreation

By Annette Allwardt and Gayle Sanders

Much has been said and written these past weeks about the Concealed Curriculum which some students have found herself criticized for lack of interest in the world around her. Annette, a sociology major, spoke to the class last week about her perspective of the invisible curriculum. To her, the act of reading books and other reading materials is a way of understanding the mechanics of lawmaking.

A form of light-hearted gossip, this may range from politics, religion, and service league presidents to clubs or sing sometimes; and are consumed by her academic pursuits. Because they are considered training exercises for the future, the students watch television. The choice of total relaxation and entertainment of bringing more diversified programs, the chosen as Director of Education for the College. Gayle Sanders, '66, Senior Delegates to the National Christian College Student Legislator, will present a seminar to students interested in law and government.

The Connecticut Intercollegiate Student Legislator will hold its annual convention March 3-5 at the state capitol in Hartford. The convention is called the "Colony of legislation to student workers, and the student workers will present bills which they have been working on during the past year. The convention will focus on issues such as education, the environment, and campus issues.

Invisible Curriculum Series Investigates Students' Spare Time Reading, Discussion, Recreation

The invisible curriculum is a term that has been used in education to describe factors and practices that are not immediately evident in the classroom, but that have a significant impact on student learning. In this series of articles, we will explore various aspects of the invisible curriculum, including its role in shaping student identity, its influence on student agency and participation, and its potential for fostering critical thinking and agency.

In the second article of this series, we investigate students' spare time reading, discussion, and recreation. We explore how these activities are shaped by the invisible curriculum, and how they contribute to students' development and agency. We also examine how these activities are negotiated by students and how they are influenced by institutional and societal factors.

The invisible curriculum is not an easily defined concept, but it has been the subject of much debate and discussion in recent years. Some argue that the invisible curriculum is a set of practices and beliefs that are not formally and visibly communicated in the classroom, but that nevertheless shape student learning. Others suggest that the invisible curriculum is a set of influences that are not immediately apparent, but that nevertheless shape student behavior and agency.

In this article, we explore the invisible curriculum's role in shaping students' reading, discussion, and recreation. We examine how these activities are shaped by institutional and societal factors, and how they contribute to students' development and agency. We also examine how these activities are negotiated by students and how they are influenced by institutional and societal factors.

The invisible curriculum is an important concept to understand, as it has a significant impact on student learning and development. By exploring the invisible curriculum's role in shaping students' reading, discussion, and recreation, we hope to shed light on this complex and important issue.
Four C. C. Foreign Students
Express Impressions Of America
By Wendy Green

In a recent interview on campus, four foreign students were found to have a great deal to say about America, its people and its
atmosphere which suggested honing the heads of American students. The Foreign Students Union at Connecticut from Panama, an-
cultural tourist led her to believe.
There are differences in the America which most American students find both puzzling and fascinating. Antoinette de Crescenti of the House System most unusual. Francine had difficulty adjusting to a library class which discussed the entire book, rather than just one chapter at a time.
Francoise noted further that in America the students are of many different nationalities and races living together. In America the students appear to be of different races and the fact that they are joining. Antoinette's interests vary from telescope watching to assembling a Hungarian doll. She is a member of the French Girl's Club, the French Cultural Club, the French-Speaking Club, and the French Corridor at Knowlton. There she supervises the French Club which includes the French Literature class which discusses the work of the New York Economic Research Institute, or as an airman-stewardess on Trans World Airlines.

For all these girls, the reason they came to America was to visit the country, France, and make friends and to learn about the French-speaking world. Francine is an American girl of seventeen, and she has been living in New York City for the last year. She recently has been living in New York City for the last year. She recently has been living in New York City for the last year.
The general situation is indecisive and masochistic as it is. Joey is also a poet. With his towering presence and his agency to depict objects, particularly nature, Updike is similar to Frost. For example, in looking out a window, Joey finds that the "poems were strewn with drops that as if by monochrome decision would abruptly surge and break and jogily run downward, and the window screen, like a sample halber stuck, or a cross-word puzzle, invisibly solved, was inlaid erratically with translucent teardrops of rain."

Unfortunately, writing of this order is not maintained throughout. While passages like this one linger, in the reader's memory, they do not constitute very much to his understanding of Joey except that he loves nature and can depict it vividly. In contrast to his meta-plans and images, Updike's symbols seem trite and obvious. A threatening and actual rain storm symbolizes the mounting animosity and consequent battle between the characters; the tractor symbolizes the masculine strength sometimes possessed by Joey and his mother; and the ill-fitting d glands which Joey takes from his dead father's room, symbolizes the hero's impotence to assume consistently his role as a man. Upon realizing that the most impressive passages and symbols do not easily contribute to the total meaning of the novel, the reader searches for the source of the trouble. Perhaps the difficulty lies in the point of view, not in the choice of the first person, but in the ex-ploration of it. In presenting the account of the visit of the window, Joey fails to incorporate irony which would provide another perspective and permit the reader to make his own interpretations. Consequently, the reader all too easily associates Joey's inability to use his descriptive powers or symbols to resolve his dilemma with Updike's inability to use language to convey meaning in the novel as a whole. In relation to Updike's earlier work, this fact is too easily explicable, for in a work like Rabbit, Run, his minor detachment is impartmental maintained, while in "Marching through Boston" he actually achieves a activism, an effect, no denoted though it is. Five years ago, commenting on Rabbit, Run, granite's Hicks said that Updike was "one of our most promising contemporary writers whose vision is a Laodiceanized American Dream and By Cold Blood. At the same time, John Up- dike's own influence is unequivocal to write the polished prose for which he is known. Unfor- tunately, Of the Farm is not a completely rewriting experience. While its language may still be its most significant component, it does not perform as well.

Anyone acquainted with other Updike's works will find the setting and general character relationships familiar. The setting is rural Pennsylvania, and Ogden and Al- ton correspond to Brewer and Mt. Judge in Rabbit, Run, for example. Updike himself grew up in Shillington, near Reading, and the atmosphere of his imaginary towns and evocative scenes reflect the bourgeois stubbornness of these Pennsylva- nia-German communities. The farm of the title is also similar to Rabbit, Run, as well as to "Finding Candy," "Marching through Boston," two short stories recently published in The New Yorker. In all of these works, Updike is concerned with a relation between the passive and dominating females and the male. But while in the earlier works the plot depends on the hero's relatives and hero's relation to his wife and her son, in Of the Farm the hero's relation to his wife or lover, in Up- dike's own work it depends on the hero's relation with his mother; his mother, a woman and step-mother named Peggy, and indirectly with Joan, his former cohabiter and well-desired. Told from the first-person point of view, the novel is an account of the first visit of Joey and Peggy Reynolds, together with her richard, to the hero's widowed mother's farm in Pennsylvania. From the beginning there is trouble. Joey's mother, figuratively estranged her husband by trying to do the same to her son. Jealousy, greed, and hate are determined to wreck her son's second marriage. She taunts and tempts Peggy and tries to turn Peg- gy's son from her. While Peg- gy, rather bored by the whole affair, goes to bed because she knows Joey, with his studied, passive, and even and act, to aid, will prevail in his loyalty. Committed though

Let's hear it for the cheerleaders!

Everybody cheers for ice-cold Coca-Cola. Coca has the colder crowd refresh- ing. That's why things go better with Coca after Coke... other Coke.