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Thank You, Charles Shain

The consternation caused by the unexpected announcement of President Shain's resignation has been overwhelming. For with his patience in times of turmoil, his natural warmth, his ever-sympathetic response when counseling was needed, his encouragement and support—this President has become so vital a part of the campus that today "Charles Shain" is synonymous with "Connecticut College." In this way it is as though he had always been with us, but to those alumnae who witnessed his first appearance in Palmer Auditorium it seems as though Charles Shain came to us only yesterday.

It was late spring in 1962, and students suspected that the reason for calling the general assembly was to announce or introduce the next president. During classes that day no scholastic subject, no academic discussion could compete with the whispered suppositions floating about. When the last period ended, hundreds of young women hurried toward Palmer, eager to learn who would lead the college in the years ahead.

In those days Women's Lib was not even a gleam in Betty Friedan's eye. However, this student body had been indoctrinated under a woman president—an outstanding and very popular one at that; they were a hundred percent on the distaff side, and they were geared to a feminine environment. Little wonder, then, that the auditorium reverberated with surprise (and un concealed delight) when an attractive male with a heavenly smile emerged from the wings. As he walked to center stage 2,232 eyes watched every move, and 2,232 ears expected to hear a version of "It gives me great pleasure to..." Instead, Mr. Shain leaned against the lectern, shifted his weight, paused, and then proceeded to captivate his audience with, "This is what is known as 'Show and tell.'" Ever since then we have gladly looked and listened to Charles Shain.

At the time of his appointment, President Shain said:

The challenge before all American educators today is exciting. The rate of social change in our world, the sharp impact of technical changes, raise many questions of relevance that traditional modes of education must face honestly. I hope that I can help to keep Connecticut College as alive as it always has been to the contributions that liberal education for women must make to America's future.

You have, Charles Shain, and grateful alumnae and alumni thank you.
As I begin my work as chaplain at Connecticut College this year, I do so with the awareness that as a nation we are experiencing as profound a moral crisis as any in our history. Given the pretentiousness of a phrase like "moral crisis" it is not easy to document the reality to which it points, except to bear witness to the pervasive feelings of doubt, and outrage, and confusion, and helplessness, and sheer astonishment that seem to be the tone of nearly every conversation centering on our national life. We Americans are used to thinking of ourselves as essentially good people. Now we are undergoing the painful process of watching one illusion after another stripped away, until we wonder rightly who we are and what is real.

The Watergate hearings delineated the slow transformation of the structures of at least one major political party into the potent machinery of a moral crusade, with little regard for even the minimal ethical norms of our political processes. Even the former Attorney General, the nation's chief law-enforcer, admitted that the return of the Nixon Administration to power was of such overwhelming importance in his mind that it superseded all considerations of civil or moral law.

Participation by United States military forces in the war in Indo-China mercifully came to an end this past summer, but not without further destructive revelations about how we conducted ourselves there. We were told of an elaborate system of false reports to hide our deliberate bombing of the neutral Cambodia. We also learned that American troops regularly attacked civilian centers and hospitals, and as one soldier put it casually, "The Geneva Conventions never applied to this war."

Having admitted filing false income tax reports and under the pressure of strong evidence that he had betrayed his public trust by accepting bribes, Vice President Agnew, one of the nation's most vociferous critics of public morality, resigned his office. In his farewell address to the American people, his assurance both of his innocence and that "God still reigns" is certainly irony of the highest order. For the very difficulties of this Administration, including those of Mr. Agnew, are the surest evidence of all that the righteousness of God sleeps not forever.

The full impact of these and other revelations is yet to be fully comprehended. But I suspect what I have called "the moral crisis" will eventually have more profound impact upon our common life than even the Constitutional crises that have become so commonplace. For however we may differ in our interpretation of the Constitution, it still functions as a symbol of a commonly held faith and provides the apparatus for adjudicating our differences of opinion. There is however in American life no similar unifying symbol of common faith to support the claims of moral commitment. The greatest danger is that the deepening sense of moral relativity will produce a climate of cynicism. And cynicism is incapable of supporting any form of community, the precondition for moral imagination. Cynicism, as Paul Tillich once wrote against the background of the German experience of Nationalist Socialism, leaves only a dangerous vacuum in its wake: "Its nemesis is the empty space it produces, the complete vacuum into which new absolutisms pour."

What, if anything, is the role of religion and religious belief in our current situation? There is over the doorway to Harkness Chapel the following inscription:

Built through the generous gift of Mary Stillman Harkness to express her belief in the importance of religion to college students.

I would be less than honest if I did not affirm that I, like Mrs. Harkness, believe religion to be exceedingly important to college students, and would not be at Connecticut College with any integrity unless I did. In fact, if I may be so bold, I believe religion is important to and for college professors, college administrators, college alumni, and even those who have never attended and will never attend college.

But I would be less than candid if I did not also admit being troubled by the easy assumption that religion is not only important but that it is inherently good not only for individuals but for the nation. Quite the contrary. Though it may seem strange for a "religious professional" to suggest, it is likely that religion may even be part of the source of our present dilemma. We cannot escape the apparent paradox that, if this current Administration is guilty of the most shoddy of ethical behavior, it is also the most publicly religious of any Administration in memory.

Americans, from the time of our first settlement and persisting even into our own very secular time, have maintained a naive belief in an intimate connection between religion and morality. We assume if people are deeply religious they cannot help but be good. Politicians, at least, have often counted upon the willingness of the people to make this assumption.

But there really is no substantial evidence of a necessary connection between religion and morality. Many deeply religious persons have also been good, but religion, as often as not, has been the justification for moral evil rather than for righteousness, some of it monstrous in scope like the Crusades of the Middle Ages, the Thirty Years' War of the seventeenth century, or the holocaust of our own century. No religion or religious belief is neutral in the hands of men and communities. It either supports the liberation of persons and increases sensitivity to our common humanity, or it gets used to enslave and dehumanize.

At the same time, neither am I impressed with rationalist efforts to eschew religion altogether. For people are

1Paul Tillich, Systematic Theology (Chicago, 1951), I, 88.
David J. Rabb, the college's new chaplain and assistant professor of religion, attended Yale University and Union Theological Seminary. After completing his studies, Reverend Robb was ordained a minister in the United Church of Christ and became associate pastor of the First Congregational Church in Washington, D.C. Later he was released from his church, so that he could work with the Council of Churches in Washington. In the summer of 1968 he became Director of Suburban Ministries and, at the same time, taught in the theological department at Georgetown University—the first Protestant to teach religion at this Jesuit university. His wife, Nancy, who also graduated from Union Theological Seminary, has worked with the Pastoral Counseling Center and has taught part-time at Theological College at Catholic University. The Robbs, with their two sons, Matthew and Nathan, came to New London in July.

more subtly religious than we know and, in the absence of formal symbols of religious insight, tend to elevate and enshrine new ones that are no less dangerous. So we have a new dilemma. Religion, as Mrs. Harkness and I agree, is extremely important; but it is also dangerous and is no automatic guarantor of moral integrity. In what does its importance then consist?

The importance of religion, in my judgment, lies in its capacity to provide individuals and communities with an identity different from—and indeed in tension with—the identity provided by the prevailing culture. That is, religion is important precisely as it helps people to maintain some critical distance from the dominant attitudes, assumptions, and symbols of their culture. For when those themes and symbols go unchecked, their power over us tends towards totalitarian control.

On the other hand religion loses its importance, in fact may even become demonic, insofar as it becomes indistinguishable from the prevailing culture. Every culture seeks to maintain itself by co-opting the symbols of authentic religious tradition and using them to help sanctify its own assumptions. Once this happens, religious faith becomes one with faith in the culture, and religious symbols lose their power to provide distance. It is because this is such a pervasive process that it is naive to believe in a necessary connection between religion and morality. For, unless religious insight helps to provide this tension between the self and its cultural identity, there is no room left for judgment by which we make ethical decisions.

If Watergate has revealed anything of importance to us, it is not that we lack conceptions of morality, or even "moral fiber." Rather, it has revealed how little distance most of us maintain between ourselves and the assumptions of the "American way of life." That is why basically decent motives like personal loyalty and national security could become the plausible justification for so many implausible and insane activities.

If, as I believe, religion is indeed important for us as individuals and as a nation, then its importance lies in its capacity to restore the tension between ourselves and the dominant themes and symbols of the prevailing culture. For it is only in the midst of this tension that ethical decisions can be made. Decisions made in the midst of this tension will never have the air-tight certainty of strict adherence to moral absolutes. Nor will they produce instant salvation. Living in the midst of such a tension will not provide total security. But it may be the only way to restore integrity to our political processes, health to our common life, and an antidote to the "arrogance of power."
Being a devotee of Margaret Roth Brown's ('60) enchanting animals, we asked her permission to share them with you. In the form of postcards they have developed into such a successful enterprise that the number sold each year runs into six figures, and additions to the family are greeted joyously by collectors. All the animals are inhabitants of the National Zoological Park, Smithsonian Institution, Washington, D.C.

How and where did it all begin? I can talk about my art activities as a child; they were like any other child's. I loved to color, cut-out, and paint. In my day, unfortunately, art classes in primary schools were few and far between, so I drew stick figures and lots of houses with smoke coming out of their chimneys. At Connecticut I majored in art, taking mainly studio classes. Little did I realize its importance to me. I always thought of this interest in drawing as a hobby—something to fall back on during empty days, certainly not as a way to earn money and not as a way to fulfill a part of me that needed that fulfillment.

In August of 1967 I was married. That same November I was widowed. I married late, at 28, and naively thought I had finally gotten my life somewhat together, but all this was shattered with the death of my husband. Yet that trauma brought me face to face with feelings and emotions I didn't know existed in me. Slowly, ever so slowly, I emerged, and one part of this process included visits to the Washington zoo where I started to draw animals. My drawings in those days involved a few hours here, a day there, more time when I had it and felt like it. I ended up with several pencil drawings and loving the rotund hippos the most!

A friend, who was so important in my life at that time, suggested I make some money with the drawings. That friend, Ann Hartman '59 (also an art major), suggested that I have the animal drawings reproduced as postcards. What would one do without friends? Ann gave me the name of a printer, and off I went. After the printer looked at my drawings he said they must be done in pen and ink as pencil would be too expensive to reproduce. He also asked skeptically where I expected to sell them. Not completely daunted—the course of success is never smooth—I returned in two months with four pen and ink drawings. These were printed and formed the nucleus of my present postcard collection. That was back in 1968.

In the intervening years the group has enlarged. I added some and subtracted some. Currently there are fourteen with two more in the works. They sell from coast to coast through an outlet in Texas; I handle all museum, zoo, and non-profit institutional sales myself.

I have had ups and downs in the business. Some of the downs were rejections of my drawings (all must be approved by the zoo) and five lawsuits against people who infringed on my copyrights. The drawings have been used illegally in a poster, on picnic baskets, as postcards, on a menu, and in advertising. Two lawsuits ended in payments while one is still pending. Of special interest is that Connecticut College classmates discovered two of these plagiarisms for which I am ever grateful.

There are highlights as well. During these years I made the most important discovery of all. I love to draw, and it is a vital part of me. I envy younger women of today who get to know themselves at a much earlier age than I did and who can make this determination sooner. In my college days I was so far removed from this personal realization. So the years have helped.

"Joe Smith"—Hippopotamus, *Hippopotamus Amphibius*
But don't misunderstand. I am not a real "artist" artist. I am a person who hankers to draw, who likes to do it for hours at a time, who has all the feelings that go with good drawings, bad ones, mediocre ones, and just right ones. And I know my involvement will deepen with the years as I explore different avenues for my type of drawing.

Last year, from February to November, I worked on a coloring book based on exhibits in the Smithsonian Institution. It took a long time, but with a four-day work-week at the Library of Congress and the pitfalls of being a beginner in the "putting-a-book-together" department, I figure I did the best I could. Although the coloring book will be for sale this month, the true test of its success will come next spring. There is nothing like the tourists in Washington from March to April to test out a new product!

So now it's back to the zoo to do more drawings, and it's on to a new idea I have for another little book. I need my current Library of Congress job for practical purposes and mortgage payments, but maybe in the future I will be able to do more drawing and less job. It's an exciting unknown.
"Jude"—Jaguar, *Panthera Onca*

"Donna"—Masai Giraffe, *Giraffa Camelopardalis Tippelskirchi*

Galapagos Tortoise—*Geochelone Elephantopus*

Aldabra Island Tortoise—*Geochelone Gigantea*

"Jennie"—Orangutan, *Pongo Pygmaeus*
“Ling-Ling” — *Ailuropoda melanoleuca*

“Cookie” — Polar Bear, *Thalarctos Maritimus*

“Caesar” — Lion, *Panthera Leo*
The Future of World Peace Through Law

Recently more than 2,500 delegates representing 123 countries assembled in the beautiful city of Abidjan in the Ivory Coast for the Sixth World Conference on World Peace Through Law and the World Assembly of Judges. For the first time the conference was held in Africa. The newly finished Hotel Ivoire contains a huge and beautiful Congress Hall which was inaugurated by a ceremonial session chaired by the President of the Ivory Coast Supreme Court, Alphonse Boni, and addressed by President Felix Houphouet-Boigny of the host country, Earl Warren, the former Chief Justice of the US, and Mr. Rhyne, President of the World Peace Through Law Center. Supreme court judges of numerous countries, many of them attired in scarlet robes, and African participants in colorful gowns gave brilliance and grandeur to the occasion.

The Center, which sponsored the conference and looks back on ten years of activity, is a non-governmental agency of lawyers, legal scholars and others concerned with the development of law. It has participants in 135 countries working together to create rules of law and legal institutions to improve the chances of establishing world peace through law. The Center itself makes a continuous effort to create and maintain a worldwide dialogue on ideas, programs and efforts seeking to bring about the acceptance of more international and national law related to human rights and to the release of tensions through legal procedures.

More than twenty workshop panels dealt with such international law issues as Human Rights, Terrorism, Development Law for Developing Countries, International Control of Dangerous Drugs, International Legal Education, Law on Outer Space and on the Sea, and other pressing topics. In addition, a demonstration trial was held on International Skyjacking.

There were also many plenary luncheon speeches. Philip Noel-Baker of the United Kingdom, who had been an ardent internationalist in the League of Nations, gave a moving speech on the efforts in search of peace through the League of Nations and the United Nations by establishing the rule of law. Although he did not minimize the problems and setbacks that have occurred in the past, he pointed out the gradual progress made on the international scene to relieve tensions between states by international cooperation and development of international law, particularly in safeguarding human rights. Supreme Court Justice Thurgood Marshall, in another luncheon address, gave a challenging and penetrating address on the need for rule of law in the international field.

At the final luncheon meeting four women whose careers have advanced international understanding received the Pax Orbis Ex Jure award. The recipients were Jeanne Martin Cisse, former president of the UN Security Council; Dr. Angie Brooks-Randolph, past President of the UN General Assembly; Shirley Temple Black of the
Earl Warren set the stage for the central topic of human rights by introducing the panel on Universal Declaration of Human Rights. The Declaration, a magnificent proclamation of the emancipation of man and unanimously accepted by the UN, is now twenty-five years old. Its provisions, representing the aspiration of peoples of all races, are the outgrowth of ideas developed over many centuries and by many civilizations. However, the Declaration has been disregarded all too often by governments, and breached too frequently. On the other hand, many States have included the principles in their constitutions and acted according to them, and the Declaration has been invoked so many times both within and outside the UN that it has become part of the customary law of nations. Supporting it are the leaders and members of voluntary organizations and wide spectrums of public opinion.

The Conference's aim was to advance the cause of human rights by focusing world attention on constructive steps that can be taken, by working for accession of more countries to relevant treaties already in existence, and encouraging the development of mechanisms to enforce the provisions of those treaties. Above all, the Conference aimed to build wider public insistence on world-wide respect for the principles of the Declaration of Human Rights. In order to promote progress in the protection of human rights throughout the world, the Conference urged creation of a World Court of Human Rights, a High Commissioner for Human Rights, and an increase in the activities of the UN Secretariat in implementing human rights covenants, agreements and treaties.

The panel on which I served dealt with human rights for refugees. While the refugee problem is an age-old one, in the twentieth century it has involved the fates and sometimes the lives of literally millions of people, particularly in Europe, Asia and Africa. During and after WWII and II, millions of human beings were uprooted and deprived of their rights as the result of prejudice or injustice or violence or fled from oppression in search of freedom. When they became political refugees, they lost their nationality, which meant that they lost the protection of their country of origin without gaining that of the country of refuge. In other words, they were stateless de facto or de jure; they belonged to no man's land since in traditional international law nationality is the principal link between the individual and the State. Under the League of Nations and even more under the UN—from 1921 to the present—this situation has been somewhat remedied by establishing international agencies to deal especially with refugees and by concluding treaties providing them with a special status.

Our panel took into account the achievements of the past decades—the establishment of a series of interna-
Dr. Louise Holborn: A Life of Theory and Practice

Louise Holborn has said, half in jest, that she has lived four lives. Even a brief glimpse at her rich past and busy present testifies to that. She has not only taught about those politically complex decades but has been an actor in them. Louise Holborn is proof that the conventional notion of scholar as detached onlooker is inadequate.

Her former students at Connecticut tend to think of Louise Holborn solely as a sympathetic yet demanding presence in Fanning Hall, but Connecticut constituted only one “life” among her many. What she taught us on the 3rd floor of Fanning derived from her earlier lives in Germany, Cambridge, and Wellesley. What she cultivated at Connecticut has become an important part of her later life lived in Cambridge, Florida, and internationally.

It was in Germany, in the traumatic wake of World War I, and as a social worker, that Louise Holborn began her career. She was called upon to work with Protestant, provincial, and federal authorities in the resettlement of Polish Germans displaced by the post-Versailles diplomatic maneuvers surrounding the famous “Polish Corridor” on Germany’s eastern border. As she was to so forcefully underscore decades later in her teaching, diplomacy and boundary disputes involve not just power but people. Louise Holborn recently recalled her efforts in the Polish-German zone to create organizations which could enable displaced German women to help themselves. She approached a German Protestant pastor asking to speak to the women in his congregation. When the pastor refused, asserting that no woman had ever spoken inside his church and no woman would, Miss Holborn, the young social worker, replied simply, “Then I will have to speak on the steps outside your church.” The abashed pastor changed his mind.

In the 1920s the political dimension of Germany’s problems led Louise Holborn to return to school to pursue political studies; but by the next decade politics had become fraught with danger, especially for an outspoken opponent of Fascism. In 1934 Louise Holborn left Germany for Britain, where she studied at the famed London School of Economics. The fate Hejo Holborn, her well-known historian brother, was also forced to leave, going to London and then to Yale. But other members of their family remained in Germany and during the later Thirties Miss Holborn undertook the risk of returning to Germany.

From London she came to the United States, where she took her Ph.D. at Radcliffe and made her teaching
administrative provisions, recognizing that international humanitarian action on behalf of refugees has contributed to the establishment and/or maintenance of peaceful relations between neighboring states. The conference also urged governments and interested international organizations to be guided by the concept of international humanitarian solidarity and to facilitate the integration of refugees, including their acquisition of nationality of their country of residence in all cases in which voluntary repatriation does not constitute a possible solution.

The US is not unfamiliar with the problems of refugees. Not only has it contributed generously to private and public efforts on their behalf in many parts of the world, but it has also received over 350,000 Cuban refugees and today is extending homes to more than 1,500 Asian refugees driven out of Uganda. Other countries have settled far more refugees. The African countries in particular have been very generous in giving asylum to refugees and have provided land for them on which they can build a new life and contribute to the economic development of their new country.

By bringing together so many prominent and responsible people from all over the world (except, unfortunately, from the Soviet Union and the People’s Republic of China), the Sixth World Law Conference has given fresh impetus to the building of safeguards for human rights. This is particularly the case for international refugees whose position has never before been presented to so representative a gathering. But the long-range effects of the meeting depend on the response not only by governments but also by public opinion. In the end it is up to all of us.

debut at Wellesley. The experience proved once again that politics and political science are not easily isolated from one another. The time was the late 1930s, before the United States was in the war but after the rise of Hitler and the hoisting of warning signals in Europe. When Wellesley invited as a visiting lecturer a professor from Austria who was known, at least abroad, to have Nazi associations, Louise Holborn was the first to speak out in protest. Even academia-wise students warned her that a young professor so low on the faculty totem pole should remain silent on such sensitive matters, but the issue was too crucial to be treated with careerist prudence, and Miss Holborn persisted. The outcome was widespread faculty support for her position but eventual resignation from Wellesley.

From 1947 to 1964 Louise Holborn taught comparative government and international relations at Connecticut. For different generations she interpreted the founding of the United Nations, the rise of DeGaulle, the Cuban missile crisis, and the Middle Eastern wars. At the same time she was pursuing her life-long personal and scholarly interest in the problems and political treatment of refugees. In 1956 Oxford University Press published her study of the League of Nations and refugees, The First High Commission for Refugees of the League of Nations, a volume now considered a classic in the field. In 1971 she was awarded the distinguished “Golden Nansen Ring of Honor” by the government of Norway for her outstanding work on refugees.

For many scholars this would all constitute a worthy justification for retirement. Upon retiring from Connecticut College, however, Louise Holborn accepted a fellowship at the Radcliffe Institute for Advanced Studies, where she taught seminars on international migration and continued her scholarly work on refugees and her lecturing in Europe. The culmination of this work has just gone to press. Refugees, A Problem of Our Time: the Office of the United Nations High Commission for Refugees is to be published by the Scarecrow Press in 1974. It is destined to be the definitive work in its field. Within its covers will be not only exhaustive documentation but the fruits of on-the-spot interviews in Tanzania, war-torn Sudan, and elsewhere. In it will be the perceptiveness derived from a youth in Germany, decades of teaching in the United States, and, throughout it all, an acute awareness that scholarship and political reality are inescapably intertwined.

C.H.E. '60
How many uses can you think of for a brick?" "Think of all the ways you might change the chair you are sitting on to make it better or more comfortable." If you can suspend judgment temporarily and let your ideas flow, you have begun to understand "brainstorming," an important part of creative problem solving.

Questions like these are asked in a Connecticut College course called Creativity and Learning, a course designed to stimulate creative thinking and problem solving as a part of educating teachers for the elementary schools of the future, in which creative or divergent thinking will be the accepted mode, along with analytical and convergent thinking.

What is a double petunia? A petunia is a flower like a begonia. A begonia is a meat like a sausage. A sausage-and-battery is a crime. Monkeys crime trees. Tree's a crowd. A crowd in the morning and made a noise. A noise is on your face between your eyes. Eyes is opposite from nays. A colt nays. You go to bed with a colt and wake up in the morning with a case of double petunia.

Can you write a paragraph like this? This exercise in language and humor comes from Alex Osborn's Applied Imagination. Students in Education 309 are asked to write their own versions after reading similar paragraphs written by gifted nine- and ten-year-olds. The purpose of such unorthodox activities is to open students' minds to the possibilities inherent in divergent thinking while encouraging them to develop verbal imagination, humor and a flexibility in thinking which can meet and accommodate whatever the education of the future holds.

Variety and alternatives will be characteristic of schools of the future, as they are increasingly at the present time. The aim of teacher education at Connecticut College is to acquaint students with a variety of classroom structures, strategies, ideas, materials and machines, and at the same time, to develop their natural bent towards humanistic, child-centered teaching.

Highly motivated, intelligent young men and women, Connecticut College students in elementary education are sensitive and dedicated to the needs of children. Their liberal arts background combined with sound knowledge of child development is an excellent preparation for elementary teaching. Education courses, we believe, should expose them to educational models for their consideration, while encouraging them to develop an educational philosophy and teaching style of their own. Rather than presenting "methods" as such, we try to discover with them a less traditional, more individualized approach to teaching with emphasis on creative thinking.

"I hear and I forget, I see and I remember, I do and I understand," is a Chinese proverb often quoted in explaining the manipulative, discovery approach of the informal or open plan British infant schools and the American open classroom. It is our belief that the proverb applies in some degree to education students in college as well as to children in elementary school.

The Creativity and Learning course attempts to involve college students in doing some of the things they will expect their children to do in the classroom. For example, students in the class lead discovery lessons in science; they also take part as if they were children making discoveries of their own. Painting with tempera at an adult-sized child's easel is required of each student, along with discussion of what a teacher might say when looking at a child's original painting and how the child might feel. Modelling in clay, experimenting with a math geoboard,
working with an abacus and exploring the uses of cuisenaire rods are included in class activities.

Although verbal learning is considered extremely important in the discussion and analysis of textbooks on creative approaches to teaching math, science and social studies, students are also expected to try things out for themselves, to attempt new techniques, to collect and create materials which will suit their purposes in helping a child to understand. Performance in the workshop classroom is a prelude to performance during the eight-week student teaching period. After student teaching there is a three-week period of three hours a day, three days a week for sharing and evaluating teaching ideas and original activities, again through performance and participation in the Creativity and Learning course.

During class discussions, students are asked to consider basic questions such as, “What is math?” and “What is/are social studies?” and how do they themselves feel about each subject area? Students consider how subjects may be taught in a way that will involve children and lead them to a positive attitude towards school and continued learning. This sometimes calls for an attitude change on the part of the student teacher, especially those who “never liked math” or “have a block when it comes to science.” We are concerned that they not pass on their prejudices to children. Discussions of stereotyped sex roles in the elementary schools reveal further prejudices student teachers may need to modify before entering the classroom as professional teachers.

Setting up a Classroom

We begin the first day of class in Holmes Hall auditorium, a room entirely empty and barnlike. Students are asked to move around the empty room, to feel the space, and to get acquainted with their surroundings (with their bodies as well as with their minds). Beginning on that
Looking Back at the student
Looking Now at the alumna

Looking back, I can see that I didn’t become a working woman on the exact day that I began my job. Like all real changes, it was a metamorphosis, and it took time. My perspective had to change, not just the situation. I can pinpoint no moment when the change occurred, only the moment when I realized that it had already happened and there I was—employed. After all the years of wondering and projecting, and then planning and wondering some more, I woke up one morning and had: an apartment with a lease, a clogged drain, and a letter from my alma mater.

I must confess that it’s hard to dissect the elements of my new position. Five months ago when I was a student, it would have been a lot easier to talk about the concept of time and the way it does its work. I would have had a plethora of words to say about how what is now the present gets pushed backwards to become the past, and how what is now the future becomes the present, engendering in that movement a new future and a longer past.

The explanation for this switch is clear. As a student it was the concept surrounding the event which concerned me. From my new perspective in the ranks of the employed, it is the event itself which is significant. For example, the first official gesture in my new job was to sign my name to a life insurance policy provided by my employers. I had been out of school for exactly one week and was still imbued with a student’s spirit. As a result, I saw my signature on that piece of paper symbolically; I was signing my life away. I went so far as to figure it out mathematically. A normal work week consists of 120 hours (five 24-hour days). Working nine to five binds my day at both ends. Since I have to be in bed by twelve in order to be up at eight, essentially I have only the hours between seven and midnight to myself.

A student’s schedule, on the other hand, is far more flexible. A normal course load accounts for ten classroom hours per week, leaving the rest of the day unaccounted for. There were always homework and meals, but it was pretty much up to me how to order them. Simple arithmetic proves that the conversion from a student’s life to a working schedule results in a net loss of 85 hours per week of free time. A staggering figure, indeed!

But that was five months ago. As I sit at my kitchen table now staring vacantly at the mounds of dirty dishes waiting to be scrubbed, I remember fondly but vaguely the girl who went home that day and cried because life was so threatening. Somewhere in the past twenty weeks, a student has faded and an alumna has emerged. There has been a change, the question of its content still remains.

I think that the primary distinguishing factor between a student and a working woman can be found in one word: Reality. For students, reality is taboo. “There is no reality” and “How do you know this chair is real?” are keys to collegiate thinking. Now that I have a job which demands that I do more, and think about it less, I know

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“Simple arithmetic proves that the conversion from a student’s life to a working schedule results in a loss of 85 hours per week of free time.”
It's about time we each discovered that the other isn't so bad." This comment, made at reunion by a member of the class of '23, was in response to a report on the alumni association's efforts to improve relations between students and alumni and to involve recent graduates in association affairs. In the spring the alumni association had closely examined this situation, its causes and ramifications; and as a result, several possible remedies had been developed.

During the past few years the association has moved into new areas, ranging from extending education projects to student-oriented programs such as the Career Internship Program. Aware of its audience of almost 12,000, the association has taken bold steps to involve alumni in the college and to bring the advantages to be gained from the college to alumni. The broad area of young alumni-student relations is the newest project to be taken on by the executive board.

Traditionally, recent graduates are not active in alumni affairs. Top priority after graduation is given to establishing careers, settling into a new life-style, and enjoying the initial freedom from academic confinement. It is a natural phenomenon; but with 46% of our alumni body having graduated since 1960, the board recognizes the importance of developing a bond with this group. By cultivating such a close relationship with its young alumni, the association can gain considerably in talent and leadership.

To correct the situation the board analyzed the lack of involvement on the part of young alumni. Through discussions with both young graduates and undergraduates, it was discovered that the basic problem is lack of communication between the association and prospective alumni while they are still students. At the time of graduation, seniors know very little about our association. Many of them have false images of alums and are unaware of alumni programs; therefore they have little desire to associate with us or participate in our activities. The adjustment following graduation is a difficult one. Young alumni, faced with the difficulties of adapting to a new life and their own personal struggles, are not prepared for the AAGP appeals thrust at them—often their first introduction to the alumni association. When this is their only tie with Connecticut, they feel alienated not only from the alumni association but from the college as well.

This past year the executive board has attempted to ease this crisis and to enlist the leadership of its younger members. An increase in communication among all college groups was the key in each case. Articles reporting executive board meetings in detail were published in Pundit where students could read about our functions, current projects and goals. The successful Career Internship Program last spring brought together participating juniors and their sponsoring alumni. Two formerly

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"The image part of the medium (television) is as rich as man's awareness of imagery and is as varied as man's mind. This is why we have maintained that the future use of the medium is coincident with the education of telecasters in the use of themselves as people who can reach the dynamics of seeing, imagining, and imagining, and can find in the medium the infinity of the uses, known or still unknown, of man by himself."

To some skeptics, Caleb Gattegno's statement from his book, *Towards a Visual Culture: Educating through Television*, may sound far-fetched and fanciful. Yet today, with the official sanction of the national Office of Migrant Education, the New Jersey Office is transforming this man's vision into reality through Pilot V, an educational project which integrates public, commercial, and educational television. This pilot project, which to date is being implemented in six rural South Jersey school districts, provides the benefits of a teacher-controlled television curriculum based on the educational needs of migrant children.

The history of the migrant child in the United States is one of rootlessness. *Title I Program Information Guide #28*, issued by the U.S. Office of Education, states that “A migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture, including related food-processing activities such as canning.”

What are the innovative aspects of Pilot V which are helping to educate the migrant child of today? What are the implications of this program for the future of educational TV programming? After describing the background of the migrant child, I shall proceed to a discussion of the Pilot V of today and tomorrow. During this latter portion, I shall explain how, through Pilot V, today's teacher is indeed slowly becoming tomorrow's telecaster and will thus better equip students to cope with the labyrinth of challenges the future carries.

According to *Title I Program Information Guide #28* mentioned earlier, there are three basic types of migratory children. The "Interstate Migrant" has moved with a parent or guardian within the past year across state boundaries and is expected to continue to migrate across state boundaries; the "Intrastate Migrant" moves with a parent or guardian from one school district to another within a state; the "Formerly Migratory (Five-Year Migrant)" is either an interstate or intrastate migrant who, along with his parent or guardian, has stopped migrating within the past five years.

The concept of Pilot V emerged, therefore, because of educational concerns for the thousands of migrant pupils who attend schools in New Jersey and across the nation. These youngsters, children of Blacks, Whites, Puerto Ricans and Mexican-Americans, are usually socially and materially deprived and suffer from discrimination and the lack of educational opportunities available to their peers. Statistics have demonstrated a one-to-four years' lag in the academic areas, which, unless remedied, will continue to produce severe regressions in learning achievement. The mobility of the migrant child limits his educational opportunities. His education has little or no continuity, as he often spends a short period of time in many different schools during one growing season. Cultural differences and language barriers often make the migrant child feel insecure and unable to function when he is in school.

Because of these children's unusual problems, schools formerly could not meet the students' needs. A shortage of funds, personnel and understanding of the migrant culture often resulted in a lack of services for the migrants. Similarly, states could not help the students because they did not have the capabilities of starting alone and implementing full scale educational programs.

Pilot V has, therefore, developed a special media-oriented curriculum to meet the migrant child's unique needs: to help him feel more secure, enrich his self-confidence, improve his self-image, and fill in his educational gaps. Pilot V is using the latest television technology to help the child learn more quickly and efficiently.

This program also trains teachers to continuously assess the educational needs of migrant children; to write curricula to fill those needs; to develop videotapes to supplement lesson plans and teacher guides; to train other migrant teachers in the use of Pilot V curriculum; and to educate migrant children, using the latest educational methods coupled with the latest educational technology.

After the comprehensive Needs Assessment was researched and written last year by the teachers on the Special Teacher Task Force (one teacher representing each school district), Pilot V isolated three philosophical tenets which today bind together the educational disciplines of language, math, reading and social awareness. First, since many migrant children are non-English speaking, Pilot V's bilingual approach provides videotapes in English and Spanish to teach each educational concept. Secondly, since each child has a wide range of educational gaps, the curriculum is supplemental and can be interwoven into any school curriculum. Thirdly, since teachers in any given classroom with children of varying abilities need the freedom and flexibility to work with large groups, small groups, or individual children, complete teacher control is inherently structured in the Pilot V curriculum.

Each individual lesson consists of four parts: pre-teaching activities, videotape, post-teaching activities and validation forms. As the pre-teaching and post-teaching activities are based on child development and learning theories, they involve the total child as often
as possible—auditorily, visually, kinesthetically, tactually, and through motor skills.

Each videotape—approximately ten minutes long—develops one learning concept founded upon behavioral objectives derived from the Needs Assessment. The video lesson presentations, because they are highly visual and auditory, sustain the children's interest. The broadcasting experience of the professional production crew enables Pilot V's curriculum tapes to rival the most popular and successful educational programs. The validation forms are used to tabulate the children's answers to questions based on the pre-teaching activities, the videotapes and the post-teaching activities.

In the future, when other states adopt the Pilot V concept, they will see the following changes: school administrators' attitudes toward classroom television will change as they see how Pilot V helps their students and teachers grow, and instructors' beliefs will change as they discover, through in-service training provided by Pilot V, that the television equipment is an aid, not a threat, to them in the classroom.

The children's attitudes towards themselves and their peers will improve because of the educational and cultural exposure that Pilot V provides via the television medium.

A young migrant boy paints a puppet head he has made. This project is one of the many hands-on post-teaching activities developed by Pilot V.
The future: "Any time after the present." It's as immediate as a picosecond (a trillionth of a second) or as far off as infinity. It holds immense promise; it encompasses limitless disaster. Men of literature and science debate its potential. The ordinary citizen alternately fears and anticipates it.

From the beginning of recorded history men have seriously considered both its possibilities and its problems. In fact, futurology, or the notion of trying to predict or fashion a desirable future for the world, presumably started with the Greeks. Plato's Republic and the classic myths suggested dreams of human perfection as did the Biblical prophets and medieval visionaries. In the Renaissance, Sir Thomas More in his Utopia also wrote about ideal perfection (incidentally, "utopia" is translated as "no place").

Today, both the writers of fictional Utopias and the contemporary futurologists in their slick think tanks share the same goal: examination of possibilities for the future. The futurologists busy themselves with analytic models, scenario-writing and other kinds of projections while the Utopia or science-fiction authors scribble away—both trying to chart the promises and threats of tomorrow's world.

The Utopian writers from Plato to H.G. Wells built up imaginary civilizations emphasizing a "trinity of science, technology and machinery" with a heavy dose of planning for these ideal lands. The underlying premises of these Utopias were that man is good; he is plastic; society's and his happiness are interdependent; the future holds limitless possibilities; man does not tire of happiness; rulers rule justly; and Utopias do lead to freedom. 1

Later writers, however, did see some clouds hovering over their crystal balls. In Samuel Butler's Erewhon, the "Book of Machines" shows technology developing independently of human beings with man becoming the slave of his machine. Edward Bulwer Lytton in The Coming Race has future man living his years underground. In his land of Tomorrow the inefficient are killed and science is king.

The hero of George Bernard Shaw's Back to Methuselah, living in the year 31,920 is perfection itself but bored. As J.C. Garret suggests in Utopias in Literature, we desire evolution, but we don't want it to go too far. Increasingly, he states, we fear Utopia. 2

Twentieth-century writers are even more savage in their predictions. Aldous Huxley, writing in a preface to the 1932 edition of Brave New World, admits that the "choice between insanity on the one hand and lunacy on the other was one that I found amusing and regarded quite possibly as true." He adds that "science and technology must be used as though, like the Sabbath, they had been made for man, not (as at present and still more in Brave New World) as though man was adapted and enslaved to them." "The final revolution," Huxley warns, "is in the soul and flesh of human beings." 3

George Orwell's 1984, like Huxley's Brave New World, envisions the dangers—social chaos and totalitarianism—resulting from too rapid technological progress. Some of the current science fiction writers, too, such as Anthony Burgess in The Wanting Seed, John Brunner in Stand on Zanzibar, and Kurt Vonnegut in Slaughterhouse Five, emphasize the bleak side of the future. According to these pessimistic prognosticators, both the end of this century and future centuries will be grim with nuclear holocaust, world starvation, totalitarianism, over-population and economic disaster.

As a matter of fact, much of today's science fiction stresses the fact that science serves itself better than it serves man. Like the older utopian fiction writers who foresaw the conflicts between the humanist and the technological society, today's foreboders about the future actually mirror their worries about life in the contemporary world.

Indeed, they envision that war may be more prevalent with new and more horrible weapons in the offing. Moreover, if war won't do away with us, some of the fiction writers foresee that overpopulation will. Thus, in Burgess' The Wanting Seed, heterosexuality is outlawed; homosexuality is the only viable alternative to untrammeled population growth. Vonnegut's Slaughterhouse Five, on the other hand, prescribes numbing the body from the waist down as its particular form of birth control.

Non-fiction writers like Alvin Toffler in Future Shock also try to warn us about "what happens to people when they are overwhelmed by change...the ways in which we adapt or fail to adapt to the future." His book not only evaluates the rapid changes in which we are involved today but also indicates the personal, psychological and social consequences of these developments. 4

Unlike his fictional counterparts, however, Toffler believes that the future can be used as a challenge, and Continued on page 39

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2 J.C. Garrett, Utopias in Literature (Cantebury, 1966), pp. 50-60.
TOKYO REVISITED

No story better captured the plight of shoppers in Japan than the widely circulated report early last autumn that roast beef was selling for $13 to $17 per pound in Tokyo supermarkets. Less noticeable but scarcely less severe were the inflated prices charged in Japanese bookstores, where the cost of books rose 30 percent in 1973 alone. At the National Diet Library, Xerox copies ran 13 cents per page and microfilms 8 cents a frame, more than double their prices a scant four years ago.

For the visiting faculty family from Connecticut College during 1972-1973, both bookstore and supermarket alike were hazardous terrain— not to mention a 16 percent dollar devaluation in February 1973 which affected nearly all Americans in Japan. Relentless inflation which drove gasoline prices at the neighborhood Caltex station in Tokyo from 80 to 90 cents per gallon overnight nearly made returning to life on the Connecticut shoreline seem inexpensive (an illusion which unhappily soon vanished).

Thanks to support from the college, the anonymous alumna who has twice made major gifts to the history department, and the Fulbright commission, the perils of the pocketbook proved manageable. More complex was the task of defining and organizing a new research project: the social history of wartime Japan.

Earlier trips had taught the delightful lesson that any hopes of accomplishing serious translations or painstaking research were doomed by the fatal distractions of life in Tokyo. Not surprisingly, the world's largest metropolis has the world's largest entertainment industry. In the Shinjuku district alone, where a million passengers change trains or subways (with the aid of stout platform men, three to a car door, to stuff them in) between 6 and 9 each morning, can be found every variety of film and food imaginable including two thriving McDonald's within 300 yards of each other. Then there were old friends to see, new ones to meet, amusement parks and transport museums for the children to visit, and the myriad temptations of temporary living in a major center of world trade and diplomacy. Real scholarship was clearly more promising in agreeable but predictable New London.

As a consequence, the year's task was to scout the frontiers of wartime Japanese social history, to find out from colleagues and friends over age 36 (who remember the war years) what the main themes of daily life in a mobilized, embattled country might have been. The Japanese call this process of reconnoitering a new research topic "acquiring a problem-consciousness" (finding out what the problems are)—and nowhere can this better be done than in Japan itself.

A related assignment was to get Japanese acquaintances to take the subject seriously at all. For some, the period was too distant or too ignoble for retrieval. For others, it was now overlaid with the nostalgia which younger Japanese indulgently permit their elders (the war years, now safely past, are fair game at last for honeyed reminiscences, as with the depression years in recent American memoirs). To academicians, heavily affected by Marxist analyses, the war years were a "dark valley" produced by capitalist and authoritarian oppression—and thus hardly worth serious investigation. Nearly all were perplexed at the foreign researcher's deliberate focus on ordinary people's lives rather than on politicians or generals; most dismissed it as the idle curiosity of a writer too young to remember those unhappy years.

Although meticulous digging in the documents was set aside until returning to Connecticut, the major job of establishing bibliographic control over the published sources alone consumed nearly four months of exhausting, stand-up thumbing through thousands of card catalog entries (all in Japanese characters) at the National Diet Library, Japan's equivalent of the Library of Congress, and at Waseda University, where generous hosts provided unflagging aid and comfort. The result was a 550-item bibliography of main sources for wartime Japanese social history, more than $2,100 worth of books, photocopies, and journals sent home in 80 separate parcels, and 25 reels of microfilmed materials, running many thousand feet of film. Another measure of the year's leave was the 12 Bic ballpoint pens exhausted between commencement 1972 and registration 1973.

Like any pause in employment, the year brought fresh perspective on familiar questions. Inevitably the college's courses in Japanese history will be taught from somewhat different viewpoints as a result. Inevitably, too, older issues which once seemed important will be crowded out by the new insights and topics introduced in the classroom; one must simply have faith that the result is a net gain for the student. But equally inevitably, the year's leave brought benefits which were chiefly personal: the chance to think, to talk, to read and to write about an endlessly fascinating culture in the absorbing environment of its most exciting city.

Thomas R.H. Havens
Associate professor of history

WHAT TO EXPECT

59th Convocation

Mark Twain warned that, "It's better to keep your mouth shut and appear stupid than to open it and remove all doubt." I'm from Missouri, too, and Mark Twain forgot that around there we don't simply accept maxims; we've gotta be shown. So I welcome the college community with open arms, an open heart and a mouth open just
wide enough to present to you a sketch of what you may expect of Student Government in this fifty-ninth year of Connecticut College.

I've probably talked enough about the calendar. Like laundry detergent commercials I keep promising new and improved products, but in the end it's just the same old soap. We need MORE CLASS TIME—and not on Saturdays!—and so I'm establishing a REVOLUTIONARILY ALL NEW ad hoc committee with instructions to report back with firm and innovative recommendations. Caesar had his Brutus, Charles the First his Cromwell—opponents of a longer calendar may profit by their example.

Now a few supportive words about Pundit. I am hopeful that the lines of communication can always be open and be kept open with fair and objective reporting. The credenza of the journalist is, "The news belongs to the reader. The editorial page belongs to the editor." Vice President Agnew once asked whether it is not fair and relevant to question the concentration of power in a tiny and closed fraternity of privileged journalists elected by no one but enjoying a monopoly sanctioned and licensed by government. At Conn. College, however, the students ARE the newspaper, just as they ARE every other club and organization. There needs be no unelected elite monopolizing campus activities as long as we enjoy a vigilant and vital student body which can grow into and beyond the institution it has built.

I am heartened, for example, that the radio station is contributing news and public programming as part of its broadcast time.

I am pleased, too, that the students are moving into the touchy question of housing. For those unfortunate freshmen who must fight for the lower berth of a bunk bed, please, for the good name of the college, don't call home and complain to your parents that your big, tough roommate makes you get high every night.

Last year the difficult and sensitive decisions about housing were made largely by the administration. This year Student Government will seek to ease this heavy burden on Fanning Hall and initiate a vigorous examination of housing policy. Because these are profound problems that confront ALL students, the decisions must be made more and more BY the students FOR the students.

Another service Student Government will be providing this year is aid in course selection. The evaluation booklets will be distributed for use second semester, and I'm confident that the hard and prudent work that has gone into their preparation will be utilized and continued in years to come.

It is also a pleasure to announce a change in the student employment policy. Recently, only those students on scholarship have been eligible for on-campus jobs. This restriction has been lifted, and the opportunity now for students to earn money on campus is universal.

A date you can soon pencil in on your new calendar is the grand opening of the Crozier Bar (Cro-Bar). It's an idea whose time is long past due, and, although it has been beset by problems, my administration is strongly supporting the bar—100 percent!

Officers in our administration unanimously believe that Student Government will be a forthright and creative force on campus this year. The timid person yearns for full value and asks a tenth; the bold person strikes for double value and compromises at par. Student Government and student power are outgrowing their infancy and approaching a critical and mature stage of development. If Sam Ervin were here, he would undoubtedly caution us, "Wide is the gate, and broad is the way that leadeth to destruction."

We are fast approaching a point in development that is unique yet promises rich des-
Although her original school had a "bigger" name, she was tired of lectures in classes with 300 or 400 students which permitted neither dialog in the classroom nor the opportunity to raise questions with the professor outside the classroom. Coming to Connecticut added an important dimension to her education: an opportunity to have her mind stretched and challenged through the exchange of ideas on a one-to-one basis with teachers.

Others come specifically for certain unique programs we offer. One young man transferred because of his desire to work with children, and our Child Development Department promised him exactly what he wanted. Another student chose to come for our broad range of courses in Asian studies. A veteran wanted to study in our Urban Affairs department as his special preparation for law school.

Transfer students make a careful study of the college catalog before they come. Some are attracted by the new and challenging curriculum, and particularly by the opportunity to design their own majors. As one candidate observed, "Conn gives you a chance to do your own thing, but it forces you to think it out. You can't just come up with any old plan; you have to articulate it and have it approved by the Interdisciplinary Committee. To do all that, you've got to be serious about your academic commitment."

Transfer students are also serious about social commitments to the college. They blend easily into the social life on campus, often assuming leadership roles, and their names appear on many major social and academic committees. Ever since seniors began "house-fellowing," a number of transfers have been among the group selected each year. "Conn has become much more active in extracurricular areas," one student remarked, "and I have enjoyed being able to participate in the development of these social and athletic programs."

His observation is verified by a look at the latest "C" Book. It shows how totally transfers have entered into every part of college life: as editor of the literary magazine; presidents of dormitories; members of important student-faculty committees; tutors for the Office of Community Affairs; and participants in Theater One.

Perhaps the success of Connecticut's decision to expand the transfer program can best be summarized by the student who said, "I'm not a transfer, I'm a Conn student." Jane Bredeson Associate director of admissions

WASHINGTON, Sept. 22.—The six-year-old children who went into the first grade in America the other day will be 33 at the end of the 20th century, and the assumption is that they will then be ready to meet the problems of a new century in a new world. But will they be ready? This depends largely on whether they are educated for the world that is coming or for the world that is going; so this is not a remote question for futurists or 21st century planners. In the field of education, the 21st century is now.

From "Where are we going?" by James Reston © 1973 by the New York Times Company Reprinted by permission.

WHAT HAS CONN. DONE FOR ME?

"When graduation comes, I will know that Connecticut College is no longer for me, that it's time for me to take another step in some other direction. It means I am ready. I've gotten what I set out to get from Conn. It has given me confidence in myself."

"I have been educated not only academically but socially, politically, morally. My moral character has been extended, changed, altered due to the peo-
ple I've met and things I've done here. I feel a stronger person because of all this.

* * *

"More important than what I've learned here is what I'm about to learn. This place has given me a sense of direction about what I want to go out and do. How do I go about beginning? That's what I've learned: How to Begin."

Senior statements
75 View Book

He that can compose himself, is wiser than he that composes books.
Poor Richard's Almanack

ORIENTATION, 1973 STYLE
Campus Tours at Sunrise
(6 A.M.) and by Moonlight
(11 P.M.)
Informal college history with student films and President Shain speaking, matriculation, discussion of new academic plan
First meeting with academic advisers in dorm. living rooms with sherry. Sundae Party for faculty and student academic advisers; meeting for freshman pre-med with pre-med faculty and student advisers in College House.
Dance technique and workshop auditions, gymnastics exhibitions, new shell demonstrations, country dance exhibition, folk-dancing.
Movies: Duck Soup (Marx Brothers yet), Midnight Horror Show, Cotton Comes to Harlem.
Tug-O-War / Capture the Flag / Frisbee on the college green.
Buses to Ocean Beach and to shopping centers
ALL THIS and TESTS too!
Freshman Week Program

Let no pleasure tempt thee, no Profit allure thee, no Ambition corrupt thee, no Example sway thee, no Persuasion move thee, to do anything which thou knowest to be evil; so shalt thou always live jollily; for a Good Conscience is a continual Christmas.
Adieu.
Poor Richard's Almanack

WHAT DO YOU DO AT CONN.
THESE DAYS BESIDES STUDY?
For the potential journalist, positions with Pundit, the yearbook, or the literary magazine, The Conn. College Chorus and Choir, Conn-Chords, The Gamut and Schwiffs for students gifted with a voice. Orchestra, informal combos and musical comedy orchestras offer many opportunities. Student Government, Young Republicans and Democrats, and the Connecticut Intercollegiate Legislature to keep political activists busy. Theater One sponsors major productions and "Hump Night." The Afro-Am Society provides for Black cultural involvement in original ways. Modern and folk dancing clubs suggest cultural experiences. If you've got some disc-jockey in your blood, WCNI, the campus radio station, will transmit your talent on the air. The campus has several religious organizations including Shanti and Hillel. Women's Consciousness Raising is open to either sex and strives to accomplish just what the name suggests. Clubs associated with academic departments enable students and faculty to develop classroom academia into something more rewarding than mere test grades. House parties, concerts and community work form a large part of college life.

Sports, both varsity and intramural, have become a long way at Conn. recently. Varsity soccer, basketball, crew, swimming, tennis and gymnastic teams are centers of attention throughout the year. And intramural football and basketball have reached an amazing level of popularity on the part of each dorm. Other sports such as hockey and baseball are just beginning to find their way into the hearts of Conn. sports freaks.

To the Class of 1977 from the Class of 1976

We too possess an altruistic organ, but on a different plane. This organ is in our minds, and sometimes in our heart; but since it is not physical it is without efficacy. Will the function, will the moral spiritual urge end, as the transformists believe, by creating the material organ? It is not impossible. Nature, with one complicity of the centuries or the millenia, may be capable of miracles for which we dare hardly hope. Nevertheless, it must be confessed that today the miracle seems less imminent than of old; that many periods have been more generous than our own. The religions were, so to speak, the rough sketch, the rudiments of an altruistic and collective organ, which promised, in another world, the joys which the ant experiences by giving herself in this world.

We are now in the act of excoriating them, and nothing is left to us but the egotistic and individual organ of the mind, which may one day surpass itself and shatter the circle that confines it; but God alone knows when.

The Life of the Ant
Maurice Maeterlinck.
In the Mailbox

An A+ for President Shain

In June a Connecticut College era will end when Charles Shain, honorary member of the class of 1919, leaves the president’s office.

For these past twelve years, members of the alumni association have worked to adapt its purpose and progress to the changing needs of alumni. During this time, the enthusiastic support and cooperation of Charles Shain have been vital to the quality of the Alumni Magazine, the success of alumni council, reunion weekends, annual giving, and the new innovative programs in continuing education.

None of these activities would have flourished so hearteningly without Charles Shain’s interest and help. He has earned a well-deserved A+ for all his efforts in our behalf.

Priscilla Duxbury Westcott ’41
Hingham, Mass.

Mixed Feelings

After the initial moment of surprise, the news of Charles Shain’s resignation evoked for me mixed feelings of relief and regret.

Relief, because in my years at Connecticut College I grew to regard Charles and Jo Shain as firm and trusted friends, and I am happy to know that my friends are to enjoy a well-earned respite from the burden and pressures placed upon a college president nowadays.

Regret, because Connecticut College can ill afford to lose the energy, imagination and openness that Charles has given unstintingly to the college over the past years. One of the most valuable aspects of my own years at Connecticut College was the experience of working with Charles, of knowing his support, of benefiting from his honest and friendly counsel, of learning from him as he handled with grace the tensions of the past few years.

I would, then, congratulate Charles and Jo on their decision and commiserate with the college on its loss, and on the difficult task it faces in the months ahead of finding a worthy successor.

J. Barrie Shepherd
Wooster, Ohio

High Praise

Connecticut College Alumni have felt very comfortable with Dr. Charles E. Shain as President. Perhaps that seems like less than high praise for the profound scholar, extremely able administrator, sincere, amiable and effective president we have had in office for the past twelve years. But, nonetheless, it is high praise.

During President Shain’s term in office colleges have experienced dramatic changes: student unrest; alumni disension; economic crises; coeducation; issues of morality, academic discrimination, and the role of the college in the local community. Connecticut College was not immune to any of these, nor did its president turn his back on one. His thorough knowledge of each situation and his quiet, tireless confidence sustained the college during the debating period but ultimately moved it forward.

Charles and Jo Shain have offered warm and gracious hospitality to students, faculty and alumni, and we hope they realize that their many personal efforts in our direction have not gone unappreciated.

The position of our college today is, in itself, a tribute to President Shain’s administration. His “Ship of State” is sailing on smooth waters, and I feel very comfortable with the course he has charted.

Mary Anna Lemon Meyer, ’42
Oyster Bay, N.Y.

C.C.’s Outstanding Ambassador

To students, parents, and alumni, Charles Shain has been a friend. With his natural charm, his intellect and keen sense of humor, he has a way of presenting any subject germane to the college that makes us attentive and interested. One of his innovations, The President’s Conference, brought alumni much closer to the college scene. Programs presented by students, faculty, and administrators made those attending realize how smoothly the college is run—particularly the transition to coeducation.

Tweedy or Ivy League in appearance, he is nonetheless mod in his approach to making education at Connecticut relevant to today’s world. Wherever he has travelled on behalf of the college, he has been its outstanding ambassador. Although we shall miss him, we are happy in the knowledge that he will enrich the lives of others as he has ours.

We shall also miss Charles Shain’s charming wife, Jo.

Betty Gordon Van Law ’28
Riverside, Ct.

He Stole a Part of Every Heart

Charlie was a Welshman,
Charlie was a thief!
He came here to Conn. College
And stole the whole darn fief.
He stole a part of every heart—
That was his little game;
And if, and when, he leaves us,
We’ll never be the same!

Robert Newton Blanchard ’21
Winchester, Mass.

Letter to Peg Royall Hinck ’33

Last week Elizabeth Harris sent me the fall issue of the alumni magazine, and it certainly was a great pleasure to read your “Meet Me Under the Clock” because that was my brain-child. I searched my files and found this clipping*, an outline of the happenings... I didn’t see all of you young people, but “free, but safe” was also my plan for you. Many, many times it was my privilege to help solve your problems. Thanks to all of you for needing me.

Clara Thornhill Hammond
Amarillo, Texas

*It is almost impossible to pass a group of college students anywhere in New York without hearing, “Meet me at the Clock at the Biltmore.” Indeed, this luxurious Ease Side hotel has become an accredited stand-in Alma Mater for the undergraduates of nearly 1,000 colleges and schools. Besides the several hundred students who weekend at The Biltmore with the permission of their deans, youngsters visiting friends elsewhere.

Continued on page 39
Council was new enthusiasm, new sharing, new ideas. It was a poignant occasion with President Shain addressing Council for the last time/it featured a description by Pat Thall Hendel '53 of the Continuing Education Program/it brought alumni up-to-date on the programs and objectives of our science departments/it heard Mary Hall '41 and Beth Murphy Whelan '65 describe careers in medicine and demography/it disclosed John Det-
mold’s projection on college development/it entertained with Professor June Macklin’s slide presentation of the first alumni seminar-tour/it learned, through Anita De Frantz ’74 and Elizabeth Alspach ’75, about the women’s crew/and it sent officers, agents, aides and chairpersons on their way with a better understanding of their jobs and with determination to make 1973-74 the best year in the association’s history.
Kathryn Hulbert Hall is back in the mainstream of life, after her two-year involvement with the terminal illnesses of her stepfather, Dr. Louis Hulbert, and her sister, Hildy. Kay found an interesting challenge in the Local Council on Aging with their R.S.V.P., and worked during the winter at the TV headquarters of WNBC answering nation-wide letters from children.

Eunice Gates Collier and Douglas toyed with thoughts of their annual jaunt to England but found Mason's Island so, so comfortable. Their granddaughter—also Jean Savin Hawley's '19—was married this summer.

Emma Wippert Pease received a First award in a U.S. F.W.C. annual competition with a 1500 word story, "Goodbye, Mr. Thrupp—A Flower Show Happening."

Marion Gammons protested directly to Mr. Trudeau over Canada's sanction of autumnal-migrating robins being slaughtered wholesale in New Brunswick blueberry farms and joined in alerting many unformed nature centers, with the result that the birds now have police escort (Mounties) in the fields, no more gun permits are issued and the International Animal Welfare have overhead flights to double check. Marion spent a happy day recently with Ellen Carroll Wilcox in Torrington.

Dorothy Stelle Stone adds another C.C. graduate to her family with the graduation of her granddaughter Susanna How Stone, '74. In Sept. our honorary member, retired Chief Justice Raymond Baldwin, was feted by 1200 guests at Wesleyan Arena, Middletown, with a testimonial dinner marking his 80th birthday.

Dora Schwartz Epstein and Max spent July touring thru Scandinavia, then some time in Aug. at Chatham on the Cape. Their 5 grand-children attend 5 different schools: The Sudarkays—Lewis a senior Harvard Med student; Betty just graduated from Smith; Debbie a senior at Chaffee and Dora's only hope for C.C.; and the Vogels—Dorry a Vassar senior; and Lisa a Colgate freshman.

Eleonore Massonneau, happy, healthy and active, considers her an uneventful but not boring life among friends, volunteer hospital work, and a nearby daughter with her family including two high school students and a new graduate from St. Lawrence Univ. Her other family with 4 children live in Burlington, Vt. Jessie Menzies Luce and Philip's granddaughter, Virginia Butler, was married in June in Ohio. Having completed her biological science at Mt. Holyoke, she takes her senior year at Miami Univ., Ohio, and receives her degree from Mt. Holyoke in '74.

Fanchon Hartman Tite was a delightful hostess preceding the class executive board meeting in Hartford. In spite of 86" weather, eight members gathered to consider class af-fairs, including a forward look at our 55th reunion in 1975.

Marion Warner, having enjoyed an AARP trip, is presently attending an adult education class on "Great Artists of the Western World". She reports that the condition of sister Juline '19, helped by the frequent presence of Harriet, is most satisfactory. That Harriet and her husband are involved in civic work.

The sympathy of our class goes out to the family of Helen Duffy, whose death occurred last spring.
MacDougall had her 4th novel, “The Cheerleader,” published last Jan. Ernie comments, “It’s naughty to this old lady … often. She is in her 12th year of teaching 2nd grade in Skaneateles.

Margaret Rathbone took another Smithsonian and wonder where all the people are settling is producing the third.

Hilda Hutchinson Woods is the mother of 6 and busies herself with a part time job selling sport equipment.

Adelheid König Quebe writes of Dorothy Faerber Hinchcliffe now living in Phoenix, Ariz., where last June after 7 months of sun came a cloudburst with almost instant floods resulting in terrible loss and damage.

Eleanor Wood Frazer writes, “I must not miss our next reunion and I should to one of our local chapter meetings—but I feel so old! I can’t believe I am that old!”

Margaret Merrell Zellers and Say Say Schoenhut had an afternoon’s get-together when Jack celebrated his 45th at Dartmouth. Jack is still working by and deeply involved in community affairs. Last April they spent 2½ weeks in England, 10 days in a charming country house savouring the English way of life.

Trends with Crooks retired as secretary to the curator of the Worcester Art Museum (Mass.). In spite of a bad knee acquired in playing shuffleboard and despite the arrival of a newborn grandson in May, she hopes to attend our reunion.

Madeline Thune Silver plans on our reunion now that her husband has retired and her daughter Grace is a must. Sue has “conceded to increasing tiredness in 1972. Since then they often resulting in terrible loss and damage.

Edith Allen MacDermid had a couple of visits from Eleanor Meurer Chisswell last summer. Edie planned a trip to Spain, France, Italy and Greece with her daughter-in-law, Ruth, who spent ten days last Easter luxuriating on the shores of the Caribbean at Barbados with her nephew and family. In Oct. she goes to Spain, Portugal and Morocco with nine energetic friends, including Gweneth Wrightie Sherman. But “Cape Cod in Aug. is best.”

Gwen Thomen Sherman is enthusiastic about her trip with Kentie and friends. In Apr. she went to Greece, Istanbul, Turkey and the Adriatic Coast of Yugoslavia. When her husband retired this year as pilot on the St. Lawrence Maritime Provinces last Aug. for the 2nd year in succession, occupying the same stateroom with guests from Ariz., including a visit from Katherine Adams Lodge. Phil drove Kuy to the airport there and returned with Kentie and friends. In Apr. she, Lily and her nephew and family. In Oct. she goes to Spain, Portugal and Morocco with nine energetic friends, including Gweneth Wrightie Sherman. But “Cape Cod in Aug. is best.”

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tour last fall, the Sites of Civilization cruise con-ducted by Kenneth Clark, author and narrator of the BBC Civilization series. Sailing from Athens on the Argonaut, the tour visited sites linked to ancient civilization in such countries as Greece, Egypt, and Lebanon.

Cecilia Standish Richardson, Edith Mitchell Hunt, Catherine Tierney Cronin and their families visited Ruth Raymond Gay and her husband at their vacation home in N.H.

Mildred Solomon Savin joined the staff of a realty firm in W. Hartford, having completed real estate courses at the Univ. of Conn. Nicki is active in a number of civic organizations and does book reviews for various local groups. Several years ago she received the Woman of the Year award from B'nai B'rith.

The questionnaires Hortense Cooke received from classmates before reunion are in a scrapbook in the Alumni Office along with scrapbooks from previous reunions. You'd enjoy looking over them next time you are on campus.

Our class was saddened during the past year by the deaths of Faith Conklin Hackstaff in April and Laura Taft Clements in June. Faith had looked forward to attending our reunion in May and Tafty was present at reunion just two weeks before she passed away.

Correspondent: Mrs. James E. Corey (Kathryn Cooksey), 5801 Massachusetts Ave., Washington, D.C. 20016; Virginia Stephenson, 4000 Madison Ave., N.W., Washington, D.C. 20016

34 Recent additions make the following "grandma bracelets" jingle with charms: Lucille (Lucy) Austin Cutler 5, Margaret Austin Rodgers 7, Mary Lou Ellis Dunn 8, Elsie Hofmann Bangs 4, Harriet Isherwood Power 4, Mary Lou Mercer Coburn 5, Elizabeth MacPherson 6, Alice Taylor Gorham 4

Helen Andreus Keough hopes husband Nick will retire next year—first item on their agenda is a trip to Alaska and then the East Coast.

Elizabeth Archer Patterson spent much of the summer on the golf course, (handicap 19). Betty is still in the travel business, hoping to visit Australia this fall.

Margaret Austin Rodgers still lives in Cleveland, but spent all summer in Fla. because of her husband's five week hospitalization. Lillian Jacobson visited Nantucket in Sept. "gearing sailing weather." Son Robert (back from Taiwan), and daughter Susan visited Ginger in N.H. this summer with their families.

Catherine Hilliard is settling in Fla. near her daughter. Kay teaches math in Ft. Lauderdale, and shares an apartment with a friend.

Jane Baldauf Berger is busy with volunteer work. She visits Gal and grandchildren in Chey Chase as often as possible.

Cary Bauer Bresnan and Marjorie Bishop, photography buffs, share a dark room. Cary had a vacation in Quebec last summer. Maggie trepped off to Iceland and Scandinavia.

Emily Benedict Halverston got into the Sierras when she visited son Roger last fall. Benny keeps busy with his insurance job.

Marlon Black, retired after many years as a social worker with the N.H. Dept. of Health and Welfare, thoroughly enjoys her leisure time.

Robert partner's name is still not published!

Martha Prendergast, working on her second master's degrees (in human resources development at George Washington U.) plans to be a consultant to volunteer organizations after retirement from her Girl Scout directorship.

Virginia Stephenson 5, in her year as high school social worker in Hartford, has completed her credits for a Ph.D. but "I am too lazy to do the research and writing for the thesis, and travel the world instead"—this year Yugoslavia, Greece, Turkey.

Marjorie Sorenson MacPherson, since her husband's death, has lived with her two eldest siblings who depend on her for support. She keeps in touch with Ceda Zeiselt-Libutze.

Katharine Sprague Hodgson and Bob, both retired, enjoy being with their 4-year-old granddaughter. They had a trip to the West Coast in April.

Alice Taylor Gorham and Tom winter in Cocoa Beach, Fla. Since retiring they had a wonderful, six months traveling between Fla. and Calif., with time at their favorite Oak Point, Palm Harbor.

Helen Wheldon McConnell keeps busy with family, church and community affairs. Her husband retired from Penn-Central. Emily Witz Charash, the dedicated pianist, had a busy summer in Baltimore where she attended the master piano class at Peabody Inst. Gardening, teaching piano and trips with her husband fill spare moments.

Margaret Worthy Arnold produced over 74 lbs. of zucchini from a 396 seed package. Using organic magic, Peg harvested enough vegetables from her 30' by 30' plot to keep 3 families supplied all summer.

Miriam Young Bowman and husband vacationed in British Columbia and San Francisco. They are building a "honey house" in Flagstaff—for skiing in winter and cooling in summer.

Just as my classmates are retiring, I have un-retired, back to teaching pediatrics, in Fall River, Mass. I confuse my friends by living in Conn. half the time, in Mass. the rest. My husband is retired, busy and happy.

Harriet Isherwood Power and Burt seek contact with anyone hunting for a retirement spot in Va. They sell real estate all over northern Va.—"with 'Century 21.'"

Celt Lewis Witt and Fred have a "empty nest" now that three of their children are married (son John last June) and 4th child shares an apartment with a friend.

Mary Lou Mercer Coburn's husband go twice a year to their home in St. Maarten, N.A. with its wonderful view of the Atlantic.

Grace Nccll Mcniff and family had a reunion in Old Saybrook, Conn. last summer. Nikki and I missed each other and decided to have a long weekend when she was "retirement house hunting."

Felicia Olstyn Hober is retired, loves having time to spend with her daughter Joan's children. She spent May in Europe and plans a trip to England.

Jane Petrequin Hackenberg's husband, Aubrey, received the Masonic Order Honorary 33th. Jane teaches 1st grade at Hathaway Brown School, Summer highlight—a Gloucester, Mass., family reunion.

Martha Prendergast, working on her second master's degrees (in human resources development at George Washington U.) plans to be a consultant to volunteer organizations after retirement from her Girl Scout directorship.

Mary Lou Hays Ferguson's oldest girl is in NYC, middle one engaged; and third one (back from Taiwan), and daughter Susan visited in the "house on a lake" in the middle south.

Jeanne Hunting's daughter Susan is married. Jeanne keeps busy caring for her 83 year old mother.


1. Title of publication: Connecticut College Alumni Magazine


3. Frequency of issue: Four times a year In winter, spring, summer, fall.


5. Location of the headquarters or general business offices of the publisher: Connecticut College Alumni Association, Sykes Alumni Center, Connecticut College, New London, Conn. 06320.


7. Owner (if owned by a corporation, its name and address must be stated and also immediately thereafter the names and addresses of stockholders owning or holding 1 percent or more of total stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given): none.

8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: none.

9. For optional completion by publishers mailing at less than first class rates: none.

10. Name and address of agent for service of process in lieu of publisher: John F. Ford, Alumni Magazine.

The purpose, function, and nonprofit status of the corporation are not to be spoiled at all during the preceding 12 months.

Average no. copies each issue during preceding 12 mos.

Single issue nearest filing date

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1. Sales through dealers and carriers, and other cross sales (including counter sales) 12,175 12,500

2. Mail subscriptions 0 0

C. Total paid circulation 12,175 12,500

D. Free distribution including samples by mail, carrier, or other means 12,064 12,427

E. Total distribution (Sum of C and D) 12,064 12,427

F. Office use and unaccounted for, spoiled after printing 111 114

G. Total (Sum of E and F) should equal net press run shown in A) 12,175 12,500

I certify that the statements made by me above are correct and complete.

LOUISE S. ANDERSEN, (Acting) Business Manager.

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Correspondent: Mrs. J. Arthur Wheeler (Ann Crocker), Box 454, Niantic, Conn. 06357
Joyce Cotter Kern took her vacation in June to watch the tennis matches at Wimbledon and visit Wales. Arline ... "weep." Everything is "production." She goes to one store for meat, another for chicken, another for fish and still

Margaret (Peg) Burgess Hoy and husband now divide time between Fl. and Mass. Their oldest son, married, lives in N.C.; youngest son attends the Orient with 120 educators; Peg phoned Virginia Bowen Wilcox at Tallahassee who said she was spending the summer at their farm in N.H.

Miriam Everett Macurda visited in Portugal last summer. Her daughter Judith and husband have been in the Peace Corps. Herself, living in Dallas, has two boys.

Margaret Somers Kane has two daughters: one teaching in San Francisco, the other graduated in June from Salem State College as a social worker.

Elizabeth Vivian Ferry spends as much time as possible in Orleans on the Cape. Elisabeth (Betsy) Beals Steyaart and Charles spent two weeks with Shirley Durr Hammersen at their cottage in Chatham, Mass. Betsy's son, married, lives in Savannah. Her daughter, married, has a son and lives in Me.

Lois Ryman Areson in Truro was visited by Shirley and Betsy. Ry's children are scattered but two daughters were with her. Ry does a lot of sailing out of Provincetown.

Janet Reinheimer Barton's oldest son is married, has a son, and lives near by. Her son John is a senior at Bryant College. Last spring Shirley (Durr) and Ham visited Janet for a weekend.

Shelia (Shy) Buffett's child last summer and Josephine (Jody) Bygale Rolfe a 4th.

Alyis Griswold Homan spent the month of July cruising off the coast of Maine.

Elizabeth Parsons Lehman in Aug. visited Gris and they had lunch with Alice (Bunny) Dorman Webster. In June Parse and her husband flew to Copenhagen and cruised around Norway. On Oct. 2 they went to Denver where Charles was made a Fellow in the American Academy of Family Physicians.

Gertrude Melding Phegley and Philip had a Sept. vacation in England.

Gertude Wayne Dennis and her husband visited Greece and cruised along the coast of Turkey last summer.

Amy (Tex) McNutt McNeel and her husband celebrated their 30th wedding anniversary and took a 6-week cruise. Second granddaughter was born in July.

Alice (Bunny) Dorman Webster and her husband enjoyed a two-week cruise last summer. Ruth Norton Kuhl had both her daughters and grandchildren home for a visit last summer.

Elizabeth (Betty) Davis Pierson's daughter Joyce is remarried and has a new son, Hugh Michael Donovan.

Correspondent: Mrs. Elmer Pierson (Betty Davis), 9 Riverview St., Essex, Conn. 06426

Muriel Beyea Crowell's book, "The Fine Art of Needlepoint", is due for publication in Oct. Ruth (Pooifie) Earl Brittan helped her with the left-hand diagrams and is mentioned in the acknowledgements.

Anne Oppenheim Freed is director of professional services for the Family Service Ass'n. of Greater Boston. Anne formerly was the social service coordinator of the geriatric unit of the Mass. Mental Health Center. In addition she was project director of a nursing home education program financed by the NaIl. Institute of Mental Health.

James and Margaret Young Sullivan's son, Jim Sullivan, graduated cum laude from Conn. College in June. He is the first son of a woman graduate to become a C.C. alumnus. Two other members of the Sullivan family received degrees: Richard from St. Michael's College in Winnepeg, Vt.; Rosemary from Newton College of the Sacred Heart. Peg has won a working in NYC and another a junior at Georgetown Dental, D.C.

Bob and Bea Enqueist Curt moved into their new home in Southbury, Conn.

Sherry Clark Bryan's husband, Alan, was sent by his company to Sao Paulo, Brazil. That was 6 years ago; today he is director-superintendent (equivalent of president). For his "faith in Brazil, his integrity and concern for humanity," Alan was honored recently at a large luncheon in Curitiba. Sherry's days start at 6:30 a.m. Marketing takes forever and her house must always be clean, the silver polished and fresh flowers arranged for visitors. Sherry is a volunteer and puts in hours planning money-raising events for the Sao Paulo Woman's Club and also in finding friends to "adopt" young boys at the Salvation Army. She runs all over town with reminders of the boys' birthdays; interviews people who are to offer courses for the S.P. Woman's Club; investigates orphanages for church benevolence; lunches once a week with her Portuguese teacher; takes her maid's to be tested for all sorts of things; atttends luncheons; plays some bridge; swims in their pool in summer. (Nov. to Mar.) keeps in touch with their three children and relatives. She gives farewell parties until she could "weep." Everything is "production." She goes to one store for meat, another for chicken, another for fish and still

**CONNECTICUT COLLEGE ALUMNI ASSOCIATION**

**COMPARISON OF ESTIMATED AND ACTUAL EXPENDITURES**

**FOR THE FISCAL YEAR ENDED JUNE 30, 1973**

**CONNECTICUT COLLEGE ALUMNI FUND**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Expended and Encumbered</th>
<th>Refunds</th>
<th>Expenditures (Over) or Under Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll Taxes and Employee Benefits</td>
<td>$412,060.00</td>
<td>$36,665.14</td>
<td>$</td>
<td>$4,540.96</td>
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<tr>
<td>Executive Board</td>
<td>4,872.00</td>
<td>4,349.30</td>
<td>522.50</td>
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<tr>
<td>Programs and Projects</td>
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<td>73,638.22</td>
<td>6,276.38</td>
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<tr>
<td>Committee Business</td>
<td>400.00</td>
<td>94.32</td>
<td>305.48</td>
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<tr>
<td>Off-Campus Conferences</td>
<td>700.00</td>
<td>466.85</td>
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<tr>
<td>Alumni Office</td>
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<td>6,422.10</td>
<td>1,216.16</td>
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<tr>
<td>Furniture and Equipment</td>
<td>2,629.00</td>
<td>2,627.00</td>
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<tr>
<td>Accounting and Legal Fees</td>
<td>550.00</td>
<td>555.00</td>
<td>5.00</td>
<td></td>
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<tr>
<td>TOTALS</td>
<td>$90,395.00</td>
<td>$88,818.33</td>
<td>7,397.55</td>
<td>$8,964.22</td>
</tr>
</tbody>
</table>

Note A — The amount expended and encumbered of $88,818.33 includes accounts payable as of June 30, 1973 totaling $328.03.

Note B — The unexpended balance of $8,964.22 is to be returned to Connecticut College during the 1973-74 fiscal year.

General Savings Fund — (Capital Fund) $40,960.92
Special Savings Funds 18,147.21
Total 58,353.91

Based on a review of the Treasurer's records and bank statements, the above uncertified statements reflect all budgeted expenses and also cash balances in the savings accounts for the fiscal year ended June 30, 1973.

Ernest A. Yeske, Jr.
Certified Public Accountant

**CONNECTICUT COLLEGE ALUMNI FUND FOR SCHOLARSHIPS**

participating in the college pooled endowment funds

Principal Balance as of July 1, 1972 $29,419.96
Plus: Addition to gift to principal 100.00
Capital Gains Distribution 2,115.72
Principal Balance as of June 30, 1973 $31,675.68
C.C. Alumni Scholarship Fund's share of earnings from pooled endowment investments during 1972-73 $2,114.75
September 10, 1973 E. Leroy Knight Treasurer and Business Manager
another for staples. Her community work helps her to adjust to an unfamiliar land.

M.C. Jenks Dolan's son Arthur was married to Cindy Ross in Aug. aboard the S.S. Peter Stuyvesant, the old Hudson River Ferry boat. Arthur received an A.A. degree at Feather River College. His strong interest is herpetology and he is experimenting in taxidermy as a method of preserving snakes.

Constance Geraghty Adams and Bill enjoy retirement in Walnut Creek, Calif. Their children graduated from high school this summer, leaving only Tina, a sophomore, at home.

Mary (Betsy) Richards Boemer, after a year in Alexandria, Va., moved back to Bradfordton, Fla., where they are in the flower-raising industry.

Elizabeth (Libby) Shaw is living in San Miguel, Mex., during Aug. learning Spanish, shopping for food in the market and making new friends. Libby reports a visit with George and Alice Carey Weller in Quogue, L.I.

Elizabeth DeMerritt Coggins Hooks attended the Concord Chords in Martinsville, Va.; they sang for bed and breakfast on their way to Fla. Daughter Kitty lives at Vicksburg, Miss., and son Larry is a freshman at Radford. Libby is busy setting in the house they built and teaching piano.

Eleanor Townsend Crowley's daughter Annette is a senior at Occidental College; Sue spent the summer at Hurricane Island with the Outward Bound program and is a freshman at the U. of Maine.

Nancy (Rusty) Groovenos English, travelled last spring in Granada, the preceding summer in Fougou. Daughter Annette lives at Denison; son lives and works in Boston.

Susan Mairquis Ewing reports a reunion in New York this summer with the wedding of Jane Bowers of Westover, Va. She also reported on the Women's Commission for National Congregational Christian Churches.

Judy Sprout Felt is in her 4th year as director of housing and dorm supervisor at Vassar College, Thomasville, Ga., (a Methodist school for girls with problems). Ethel's daughters are married to teachers and raising families in rural settings. Barry and Susan Balderston are at Harvard; Stephen is at the Ecumenical Inst. in Chicago.

Mary Rita Powers, in each of the last two years, has presented a paper at the national meeting of the Acoustical Society of America. Every summer she takes a trip for fun.
Marie Romney Odell lives in Sonora, Calif. where Bob has the 4ger Realty Co. Cookie's daughter Shelley married a rancher in Mar. Susan and Mary are in 7th and 8th grades. Cookie lost a 17-year-old son two years ago. Her family and Bob's 5 children by a former marriage, while not under the same roof, are "as one."

Norma Pike Taft's husband Nat is now Dr. Taft, J.D. from Harvard. After a deserved long vacation, he was made a v.p. of N.Y. Life Ins. Co. The vacation took the Tafts to Hawaii where they sampled the relaxed life style there. Norma is still recovering from gall bladder surgery last fall. The Tafts' son Steve is a jr. at C.C. Norma notes, "It's a change from the C.C. of yesteryear, but a good one." Chip is a jr. executive and audio-visual expert in the Personnel Dept. of Metropolitan Life.

Lois Webster Ricklin's son Don is with the Army in Berlin; daughter Leslie, having received her B.F.A in June, hopes to set up a wood-working shop in Phila. This year Lois joined Saul on business trips to Europe and Japan.

Ralph and Betty Rabinowitz Shiffer, with no children at home, moved to a smaller house by the river's edge in Westport, Conn.

Bob and Muriel Jentz Schulz vacationed all summer at their home in Groton, Conn. after Bob's retirement from the Coast Guard. Now they are remodelling their house which keeps them busy. Son David, out of the G.9 next spring, plans on a attending grad school; Cathy works in Dayton, Ohio.

Betty Hyman Sokol's daughter Mollie graduated from C.C., a fine arts major with a solo senior art show. 2nd daughter Louise is at the U. of Conn. where Betty got her master's and then travelled extensively. After living in Fla., she has settled in New London and is a reading consultant in New London schools and on the boards of the YWCA and LWV.

Elizabeth Travis Sollenberger teaches young organists at Hartt College of Music and plays concerts around the Northeast. Dick is half way through med. school at Brown.

Lucretia Lincoln Stanley and George have changed their lives. George gave up his business and now does only occasional designs on commission, and they moved to Walker Pond in Sturbridge, Mass. where they feel as though they are on a perpetual vacation. They teach the Bible as Jehovah's Witnesses. Son Steve is married.

Helen Crawford Tracy learned to fly so she can back Bill up on vacation flights they take in their small plane. Helen does substitute teaching and teaches parenthood classes for the Adult Education program. Son Dave was voted "Teacher of the Year" at a Poway, Cal. jr. high school. He is married to is wife who graduated from Sonoma State. Helen's parents are building a new home in So. Laguna, Calif.

Phyllis Cunningham Vogel, in spite of three broken bones in her foot, spent a weekend with Nell and Elsie Abrahams Josephson in Nanticoke where they had a mini-reunion with Libby and Gus Sollenberger and Lette and Ruth Howe Hale.

Mary Lewis Wang's sons Tim and Randy, attending high school at John Borroughs School, discovered their English teacher to be Alice Adams Hinman. Mary's daughter Penny is at Swarthmore. Mary is editor at the St. Louis branch of McGraw-Hill.

Marion Kane Witter's husband recovered from miraculous open-heart surgery. Daughter Helen graduated from Skidmore in May and was married in June. Son George is in 7th grade. The Witters' travels include Bermuda, Aspen and Hilton Head, S.C. Killer works as a newspaper reporter.

Mary Melville Ziljian is being married to an Irishman, George Heron. They purchased Barrows Inn, an old established inn in Ossipee Center, N.H. and plan to run it in conjunction with Mary's antique business.

Co-correspondents: Mrs. Richard Vogel (Phyllis Cunningham), 230 E. 71st St., Apt. 4-B, New York, N.Y. 10021; Mrs. David Oberlin (Elinor Houston), 5401 Cavalier Corridor, Falls Church, Va. 22044.

The Agnes Berkeley Leahy Alumnae Award

Now is the time for you to nominate Candidates for the Agnes Berkeley Leahy Alumnae Award. This honor is bestowed annually during Reunion Weekend to no more than three persons in recognition of outstanding and continuing service in class, club or other Alumni Association activities. Candidates must be members of a class which graduated at least fifteen years ago and may not be current members of the executive board of the Association or presently employed by the college.

The Award, established after her death in 1960, honors the memory and perpetuates the spirit of Agnes Leahy '21. Twice president of the Alumnae Association and a member of the Connecticut College Board of Trustees for ten years, she was a wise and devoted alumna who played a vital part in the development of the Alumnae Association and the growth of the college.

Your candidates should not be told that their names have been submitted.

Please mail nominations before February 15, to:

Ms. Sarah S. Buchstane '33
244 North Quaker Lane
W. Hartford, Ct. 06119

Name ___________________________  First  Maiden  Married  Class

Name ___________________________  First  Maiden  Married  Class

Name ___________________________  First  Maiden  Married  Class

If you have any comments you wish to make, please send them on an attached sheet.

46 Elsie Williams Kehaya moved to Wilminton, N.C. but has a house at Wrightsville Beach nearby as her permanent address. Her winter town house is for her children's dearly loved grand piano and organ, and the few inchement winter weeks. Whit is at St. Andrews Presbyterian College; and Lisa at Mars Hill College (co-ed Baptist) in the Carolina mountains. After a few years of ups and downs, Elsie feels she is once again settled and loving it.

Barb (Ditto) Grimes Wise enjoys the sunshine and golf in Palos Verdes Estates in Calif. and works as office manager for a local apt. building. She is active in the LWV's effort to create a fourth CITY to slow down the tremendous apt. house growth of the peninsula, and is taking a course thru UCLA in Helping People in Crises in hopes of returning to the counseling field. She talked with Rosemary Park, prof. of education, Graduate School of Education at UCLA. Ditto's daughter Cindy is a senior at PV High as is Brooks—excellent student and football player. Andy is at Cal. Poly, San Luis Obispo while Scott is a graduating senior at U.C. Santa Barbara.

Barbara Copen Somers enjoyed her trip to Mexico with alumni group led by June Mocklin. "No one else from our class but a marvelous, interesting, friendly group. Recommend it highly." She still tutors youngsters with learning disabilities, takes courses, and enjoys the challenge of it all.

Joyce Hill Moore breathes a sigh of relief as Jody graduated from Endicott and Dinty from Rider. No more tuition! Dinty is production control trainee while Jody is assistant manager to Robert Varga (Fashions, Inc.).
Muriel Evans Shaw and husband were ill (o.k. now), husband took early retirement; #1 son started medical school U. of ... in law' Tom a senior at Sylvania High and the Curts are busy again with college catalogues; daughter Mary is a high behavior when illness struck. Bud, her patient, after three months of being on the brink. Her across our country and the show opens in Warsaw.

The paintings depict the 'westering' movement in many countries to case museums and meet officials. This will be their first winter in Iceland. and Phil operate a snowshoe factory locally. and recently took a 'short trip to N.C. to pan for gold. They are all struggling to recover from the flood. Lucy Block Heumann is studying sculpture and recently took a "short trip to N.C. to pan for gems." John is finishing his Ph.D. at Boulder. Katie is a typical classmate and April 17, is interested in oceanography. Sally Duffield Wilder has a really different plan to adopt Nina if no one claims her in one year. Their "grown children are astounded to discover the old folks 'doing their own thing.' May the family reunion. They have made a way of unfolding unexpectedly if one is flexible. We shall suffer much if we have to give up this child; meantime she is thriving on the TLC so generously given.

The class of '46 wishes to extend its heartfelt sympathies to the family of Carol A. Herzfeld who died 11/29/72. Correspondent: Mrs. Edmund S. McCawley (Janet Cruikshank), 4075 Redding Road, Fairfield, OH 45040.

50 MARRIED: Edith Kolody Mitchell to Stan Block 9/3/72; Joann Stephens Morrill to Neil A. McKay Jr. 7/14/73.

Edie Konyndyk, after years of problems, trouble and illness" found 1972 "a blessed rel..." She worked as community coordinator for the Planned Parenthood Ass'n and is accepted for the Graduate School of Social Service Administration of Ariz. State Univ. But a week after school began, she married Stan. He is director of documentaries on KTVQ in Anchorage. They met when he was doing a film on her Planned Parenthood agency. Now she often accompanies him on location while he is filming, spent the summer in L.A. working on a television station in Ariz. Her children, Matthew and Jason, "really delightful teenagers" adore Stan.

Joann Stephens McKay was also living in Phoenix. She and the family are planning to adopt another child.

Joann's two sons, Stephen and Andrew live with them. Daughter Robin is a junior at Ariz. State in Tempe, in pre-occupational therapy. Eleanor Wood Flavel, confirmed Minnesotan, works on a research project, testing 1--3--year-olds, also tutoring in public schools. She set up a darkroom in the basement. Husband John is "very content" at the Inst. of Child Development, Univ. of Minn.

Carol Dowd Redden reports all six children 7-20 in school. Oldest daughter Deirdre is a junior at Trinity in Hartford, next son Ned his 15th at Ashford Castle. Jessie MacFayden Olcott, our class president, attended a medieval banquet at Bunrally Castle and the family reunion. Tom Jr. finished high school brilliantly, worked for an engineering firm in the summer, then entered Southern Methodist Univ. School of Liberal Arts. He plans to do an M.S. in Engineering in his senior year. A 7th grade boy scout is an outstanding cornetist, and accomplished water skier.

Shirley Hossack Van Winkle moved her gang to Texas after 10 years in Westport, Conn. Tom no longer has to commute to NYC. David is a senior in high school and into the college hunt; Susan, a freshman in high school, grew her own pony last fall; Tommy is an athlete in 5th grade. Shirley does volunteer and sometimes paid work at their schools and elsewhere.

Susan Little Adamson and family spent a fantastic summer visiting Holland, France and the British Isles. In England they rented a boat and spent two weeks on the Thames. Daughter Margaret celebrated her bat mitzvah Sunday at a N.H. barn for ski weekends.

Geraldine Foote Dolliver's daughter Wendy visited Geraldine and her husband in Beverly, Mass. It is a blooming 7th grade and they have moved out of the streets of Philadelphia, made it, Skip is kind of lonely but works in libraries. They are all struggling to recover from the flood.

Elizabeth Steane Curl and Joe polished up their cornet and a 7th grade boy scout is an outstanding cornetist, and accomplished water skier.

Marguerite Butler Rood and Henry visited with Johnsons in Vt. when Fran came east for a family reunion.

Nancy Ann Armstrong Wood and Dick, plus their two children, stopped to visit the Johnsons in the summer of '72.

Jessie MacFayden Olcott, our class president, says the end of summer had only a most fun time in Bermuda last June. Daughter, Lois, Con., '71 finished her course at Winterthur and is now in Ky. Jessie is a research fellow at the Bronx Municipal Medical Center, Aec. (working) and Sue, in 9th grade, at home. Jess is chairwoman of Thrift Shop at Albany Medical Center Hospital.

Your correspondent, Janet Cruikshank McCawley, after threatening to enter the real estate field has happily returned to teaching English at Greens Farms. The last daughter, home is at Katie Gibbs while her twin continues creating at Calif. College of Arts and Crafts. Constance Hopkins Hystolp has rescued a baby (abandoned by her mother at age 3 days) at the clinic in Tijuana, Mexico, where Connie does volunteer work. "A sweet, utterly beautiful, bright child, a joy to all who see her." They plan to adopt Nola if no one claims her in one year. Their "grown children are astounded to discover the old folks 'doing their own thing.' May the family reunion. They have made a way of unfolding unexpectedly if one is flexible. We shall suffer much if we have to give up this child; meantime she is thriving on the TLC so generously given.

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school sophomore; son Jody a 4th grader.

Lois Papa Dudley was fund-raising co-chairman with Belty Leslie Hahn ’49 this past year for the Co-op College Club of New Haven. Husband Marshall and Lois took their annual spring trip to Bermuda which “never pales”. The Dudleys visited RI, this summer for their “family fun and sun vacation, complete with cat and dog.” There they met Terry Munger and “gabbled about how close the big 25th seems.”

Barbara Cook Gerner writes from Pittsford, N.Y. that she and Phil made a spring visit to Switzerland, Austria and Germany. Son Phil entered college in Sept.; daughters Patti and Pam were active participants in their school play productions.

For Marilyn Packard Ham life “seems to be one big trip.” With husband Clifford, she led a nat’l Sierra Club trip in W. Va. mountains for ecological enlightenment. Next was a 4-week hostel cycling trip in Scotland. The Hams also visited New England and in the fall went to Ann Arbor, Mich. to visit their oldest son, a university student. Packie looks forward to “two more years and we’ll ‘trip’ to our 25th!”

Mary Jo Mason Harris expects to spend much of this year finalizing college plans for son Ed, a high school senior. Rick is in 8th grade. Both boys and their parents suffer from hay fever. Husband Bob also has scotting interests, while Mary Jo volunteers in the high school and is on the Home improvement Committee.

Nancy Parliament Hawkes runs an active family life in Deerfield, III. and devotes time to church work. Husband Albert is a self-employed management consultant. Daughter Grace is a sophomore at Allegheny College; son John a junior at Deerfield High; daughter Emily, after filling her Scout sash showing 7 years of endeavors, “gives up Scouting for the joys of high school.”

Joanne Shenk Leeds continues her work for a catalyst, non-profit organization devoted to pursuing cancer cures. Daughter Mary Jo is a junior at Univ. of Rochester; Karen a senior in high school.

Margaret Duffy Keller and family moved to a farm “smack on Chesapeake Bay” where they enjoy the “whistling swans, ducks and geese that raft at our shore, the fish, crabs and oysters that live in the water.” Husband Robert is in the family business. Margaret satisfies her green thumb with two greenhouses. Daughter Eugenie, a botany major at Ohio Wesleyan, has grad school ambitions. Son Warren is a sophomore at New England College; son James a high school senior. Margaret remediated their small brick house (c. 1800) and has renovation plans for a larger house on the bay, for family use. She volunteers in Easton for hospital and mental health work.

Frances Lee Osborne in Alamo, Calif. is county service chairman for the American Cancer Society and speaks to organizations about free services available through ACS. A winter visit to her brother and sister-in-law, Barbara Mehis Lee, brother, Dr. Edward Mehis, Conyers, Ga. Dec. 14, and 11 join in the family pastime of winemaking each year. The Osbornes have their own small vineyard (75 vines) of Johannisberg Reising grapes.

Adrienne Najarian Rabkin continues part-time family counseling casework at the Family Service Ass’n of Greater Boston while husband Mitch is medical school graduate and education at the Beth Israel Hospital and Harvard Med. School. Children Julia and David are students at Milton Academy. The Rabkins have a 10’ sailboat on which they sail around Boston Harbor “terror in my gut as I take over the tiller.” The Rabkins sometimes visit Rhoda Freed Mann and Jeanne Wolf Yozell.

Mary Jethlyn Wright has worked as a Gale reporter and as headmistress of a girls’ school coordinated with boarding school. She visited Jack and Joan Lohnes during the summer and had a marvelous time reminiscing about college days. Sons “J” and Morgan are active in ski racing. Daughter Malini counseled at a camp for deaf children last summer. Jerry is a board member of a county organization aimed at helping deaf youth.

Elizabeth (Sue) Rockwell Cesare loves her job as headmistress of a girls’ school coordinated with a boys school. She moved to a new home ideally located within a walking distance of the beach, tennis and sailing.

Florence Porter Loomis was East in June for Howard’s graduation at Princeton. She visited his junior year in N.J. shore and in Aug. took a trip to See Japan and Hong Kong to see husband Larry. They met Terry Munger and “gabbed about their reunion.”

Joanne Shenk Leeds continues her work for a catalyst, non-profit organization devoted to pursuing cancer cures. Daughter Mary Jo is a junior at Univ. of Rochester; Karen a senior in high school.

Norma Neri Goralski teaches 5th grade in Avon, Conn. for the 10th year. As Bill teaches at Simsbury High, their vacations coincide. They spent their summer fixing up their beach cottage in Clinton.

Ann Foster Lombardi is a popular hostess and gourmet cook in Kansas City. She, Neil and their three sons all participate in family culinary endeavors.

Correspondent: Mrs. Christopher J. O’Connell Jr. (Bevverly Quinn), 3010 Evergreen Way, Ellicott City, Md. 21043

Beverly Bower Shadok lives in So. Calif. where Ed owns an expanding chain of radio stations. Leigh and Ned are tennis buffs, Ned having won several San Diego tournaments. Suez travels to Hawaii and Occidental for her new position with Prudential Ins. Co. Gwen graduated from Barnard; Andy is in his senior year at RPI; Susan is a freshman at Holstra Univ.

Barbara Gueinzlius Gridley is audio-visual head at St. Bernard’s School and teaches 2nd grade daily in addition to attending graduate school at night. She writes and calls “Joan” to Trinity Church in N.Y.

Sara Klei Klein is still in the English Dept. at Trinity and is Visiting Assistant Professor of English at the N.Y. School of Banking at Rutgers where she saw Jeanne Chappell Metzger. During the summer Art, now a Trinity College (Texas) freshman, was in Russia, Ted traveling in Okla., Bud on a scuba diving camp staff and Cliff as a Porter in a Little League team. They spent some time at their cottage on Lake Michigan and played family tennis.

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Correspondent: Mrs. Christopher J. O’Connell Jr. (Bevverly Quinn), 3010 Evergreen Way, Ellicott City, Md. 21043
## New Alumni Mothers—Daughters
### Sons—Sisters—Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Relation</th>
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<tbody>
<tr>
<td>Lynda Arthur</td>
<td>Sister</td>
<td>Elizabeth J. Arthur '73</td>
<td>Daughter</td>
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<tr>
<td>Beth Barry</td>
<td>Daughter</td>
<td>Judith H. Adaskin '51</td>
<td>Daughter</td>
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<tr>
<td>Jacqueline Cameron '75</td>
<td>Sister</td>
<td>Roldah Northup '51</td>
<td>Son</td>
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<tr>
<td>Wendy Carter</td>
<td>Sister</td>
<td>Candice Carter '71</td>
<td>Daughter</td>
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<tr>
<td>Andrew Chintz</td>
<td>Brother</td>
<td>Karen B. Chintz '70</td>
<td>Daughter</td>
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<tr>
<td>Nancy Coombe</td>
<td>Son</td>
<td>Wendy E. Chintz '72</td>
<td>Daughter</td>
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<tr>
<td>Lawrence Corwin</td>
<td>Daughter</td>
<td>Susan Coombe '73</td>
<td>Daughter</td>
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<tr>
<td>Amy Dickinson</td>
<td>Son</td>
<td>Patsy Goldman '47</td>
<td>Daughter</td>
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<tr>
<td>Kathryn Dickson</td>
<td>Daughter</td>
<td>Cornelia Wilde '49</td>
<td>Daughter</td>
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<tr>
<td>Kathrine Doliaver</td>
<td>Daughter</td>
<td>Kathryn A. Roche '53</td>
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<tr>
<td>Michael Dubilier</td>
<td>Sister</td>
<td>Geraldine Foote '50</td>
<td>Sister</td>
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<tr>
<td>Holly Dworken</td>
<td>Son</td>
<td>Mary Jane Jobson '51</td>
<td>Daughter</td>
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<tr>
<td>Amy Friedlander</td>
<td>Daughter</td>
<td>Natalie J. Klivans '40</td>
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<tr>
<td>Cynthia Frost</td>
<td>Sister</td>
<td>Nancy S. Immerman '47</td>
<td>Daughter</td>
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<tr>
<td>Lisa Hughes</td>
<td>Daughter</td>
<td>Denise L. Frost '67</td>
<td>Sister</td>
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<tr>
<td>Marjorie Katz</td>
<td>Daughter</td>
<td>Adrienne S. Berberian '42</td>
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<tr>
<td>Nancy Katz</td>
<td>Sister</td>
<td>Claire B. Goldschmidt '51</td>
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<tr>
<td>Elizabeth Kiffyole</td>
<td>Son</td>
<td>Phyllis L. Sachs '48</td>
<td>Sister</td>
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<tr>
<td>Marsha Kosis</td>
<td>Daughter</td>
<td>Marjorie A. Katz '73</td>
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<tr>
<td>Beth Kreiger</td>
<td>Daughter</td>
<td>Denise A. Kiffyole '70</td>
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<tr>
<td>Susan Lubow</td>
<td>Sister</td>
<td>Harriet Kodis '69</td>
<td>Daughter</td>
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<td>Beth Macinns</td>
<td>Daughter</td>
<td>Sylvia B. Snitkin '50</td>
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<tr>
<td>Nan Newman</td>
<td>Daughter</td>
<td>Barbara J. Lubow '73</td>
<td>Sister</td>
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<tr>
<td>Caroline Nugent</td>
<td>Sister</td>
<td>Kathleen Macinns '69</td>
<td>Daughter</td>
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<tr>
<td>Lissa Perlman</td>
<td>Daughter</td>
<td>Jane C. Kennedy '41</td>
<td>Daughter</td>
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<tr>
<td>Joyce Rubino</td>
<td>Sister</td>
<td>Caroline Gibson '52</td>
<td>Daughter</td>
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<tr>
<td>David Sargent</td>
<td>Daughter</td>
<td>Anita R. Manasevit '50</td>
<td>Sister</td>
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<tr>
<td>Sheila Saunders</td>
<td>Daughter</td>
<td>Paula Rubino '73</td>
<td>Sister</td>
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<tr>
<td>Terry Irving Seski's 75</td>
<td>Daughter</td>
<td>Anne R. Sargent '69</td>
<td>Brother</td>
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<tr>
<td>Thomas Slaughter</td>
<td>Sister</td>
<td>Lucy L. Barrera '37</td>
<td>Daughter</td>
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<tr>
<td>Brian Sullivan</td>
<td>Son</td>
<td>Barbara Blickman '49</td>
<td>Daughter</td>
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<tr>
<td>Colleen Sullivan</td>
<td>Son</td>
<td>Virginia Berman '48</td>
<td>Brother</td>
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<tr>
<td>Jane Wescott</td>
<td>Daughter</td>
<td>Deniise E. Sullivan '72</td>
<td>Stepdaughter</td>
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<tr>
<td>Renn Whiting</td>
<td>Daddy</td>
<td>Sarah P. Hargrove '57</td>
<td>Daughter</td>
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<tr>
<td>Pamela Winer</td>
<td>Son</td>
<td>Priscilla Duxbury '41</td>
<td>Daughter</td>
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<tr>
<td>Janet L. Witter '76</td>
<td>Sister</td>
<td>Janice L. Heffernan '41</td>
<td>Sister</td>
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<tr>
<td>Alan Yaffe</td>
<td>Brother</td>
<td>Karen S. Winer '73</td>
<td>Sister</td>
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</tbody>
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**College this summer:** teaches a movement class in N.Y. at Dance Theater Workshop; writes for Boston Globe, L.A. Times, Hudson Review; lectures; holds seminars.

**Carol Berstein Horowitz** is the Mass. Pres. of the Retinitis Pigmentosa Foundation and works for the city of Boston Parks Dept. in tree planting. Two of their 4 girls are at college.

**Catherine Pappas McNamara** came to a fashion show at Alexander's for Community Service Society of N.Y., hosted by Margaret King Moore and Ann Marcuse Raymond.

**Margaret King Moore** and Tom bought the house they rented and loved for summers in Point-O-Woods, Fire Island, Willard has just begun Exeter while Elizabeth and Charlie are still in school in NYC.

The Raymonds (Ann Marcuse) found snow in Ariz. at the end of March at a ranch on the Mexican border. The horse-mad Raymond girls went to riding camp this summer, which really cemented their enthusiasm.

**Correspondent:** Mrs. Robert Raymond (Ann Marcuse), 39 East 79th St., New York, N.Y. 10021

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**Naomi Blickstein Pollack** is studying part time for her master’s in social work and working for the Vocational Rehabilitation Commission. Naomi is an admissions aide for Conn. College in Bergen County, N.J.

**Elise Hoelheimer Wright** returned to her first love, teaching music to children. Elise is a trustee of the Valentine Museum in Richmond. Joyce Robin Borden, working full time as a potter, also taught ceramics in summer school at Moore College of Art. Joyce’s husband David teaches shop to children 3—13 at the Rose Valley School in Media, Penn.

**Justine West Cook** and family returned to Plymouth, Mass. for the summer. Since her fairly recent move to Va., Justine started a small antique business.

Harv and Irma Levine Alperin spent the summer in Israel with their children and her parents. They had a very exciting five-day tour of the Sinai Desert in a large open-sided truck.

**Amelia Noyes Baughman** enjoys having Ann Crow '57 as a neighbor in Etna, N.H. Amelia has a part time job as a decorating consultant for a local shop.

Bill and Joan Winchester Maddox and their three children live in Sarasota, Fla. where Joan is active in the J., League, Republican Party and the Ringling Museum. As Bill flies his own plane the family has had western ski trips and island vacations.

The class sends sympathy to the family of Marian Jean Pentz Leonard who died recently.

**Correspondent:** Mrs. Allison C. Collard (Julia Conn), 15 Central Drive, Plandome, N.Y. 11030

**Joanne Kornow Manheimer** teaches nursery school and studies at the Bank St. School of Education for her master’s. Joanne and Bill built a summer house in Me. for family vacations. Shaun and Millicent Kavanagh Ruddy are off to Japan where Shaun will give a paper at the International Congress of Rheumatology in Kyoto. Millicent is president of the Robert Brigham Hospital Auxiliary.

**Judith (Judy) Gregory Bowes** and family enjoy their new home in Cincinnati, where David writes for the Cincinnati Post. Daughter Virginia recently visited Heidi Schweizer Ely in Alaska.

**Judith Missel Sandler** keeps busy teaching needlepoint and interior decorating. She recently had a party for 30 Conn. College Mass. freshmen.

**Ann (Boney) Fisher Norton** and family are moving into a big old house and expect to be hard at work redoing it. Boney is on the adult church education committee and on the executive committee for clergy wives for the Diocese of Maryland.

**Marcia Mills Ambrose**’s husband Homer retired from the Army two years ago and they have bought a new home in the northern Va. area.

**Angela Arcudi McKelvey** teaches French at Weston High School. She took more French courses at summer school and then she, husband Lee, and their three children went to Quebec City.

**Jacquelyn Rose Bailey** received her master’s in guidance last May from Springfield College. She was awarded a teaching fellowship and this year is earning a certificate of advanced study. Daughter Lise enrolled this year in the Conn. College kindergarten.

**Margarit Zellers Lenci** is a travel journalist and writes for the N.Y. Times and Travel Magazine. She recently spent time in Switzerland and is writing articles on exploring Switzerland by train and bus. Twice a year Margie edits the N.Y. Times Caribbean section. She is also a consultant for an advertising firm in Mexico.

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**58** BORN: to Jim and Jean Cook Brown

**Bettina Ann 4/28.**

**Philippa Iorio Bilotti** is busy in Morristown
with school and volunteer work. Her son is a 6th grader this year. Dick and Sylvia Fesjian Sarkisian, having moved to and does volunteer work at a settlement house in NYC. With her youngster, Douglas, in nursery school this fall, Kathy looks forward to golf and tennis. Kathy is treasurer of the Welcome Wagon bowling group.

Arline Hinkson Pierre Saisson and her children spent the summer in France with Georges joining them in August. Pobti Georges understands French better than English and Tonia is almost bilingual. Arline is working with American Field Service, this year sending students to South America.

Susan (Sue) Carvalho Efinger moved from Oakland, Calif. to Old Saybrook.

Jean Cattanach Sziklas and family spent Aug. vacationing at Pocono Lake Preserve where her boys, Duncan, Francoise, and older sister, Marcia, learned to swim and fish. "The 42 and a 1/10" large bass helped combat rising food prices!"

Elizabeth (Beth) Biry Neidell is involved with an "Art School" project for the Harrisburg Jr. League and is a member of the Chestnut Hill Women's Committee for the Philadelphia Orchestra. Her children are Betsy, Lynnie and David.

Cassandra Clark Westerman summered at Cape Cod and spent a weekend in Boston with Gail Summer seeing the good old Red Sox play. Cassandra's charter mates thought "Suzanne (Suzie) Ecker Waxenberg's "Monologue of Remembrance" at reunion super — those who weren't there really missed something."

Gretchen Dieferd Smith visited Duxbury, Mass. briefly during the summer. Bob and Alma Cangiano Cooke and three boys spent the summer growing their own vegetables organically. The boys will be a director of a large nursery school in Redding, Conn.

Susan Borkov Ulin spent Aug. at Cape Cod. Susan is president of the PTA at Trinity School and does volunteer work at a settlement house in New York.

M.J. Drigs Pacholszczk had an interesting sabatical summer in Sussex, England, and Bologna, Italy, where he worked in astronomy. They have a new house and enjoy the riding and hiking in Tucson.

Bob and Barbara Bearce Tunisi love being back in their four children for a 2-week summer driving tour of the Rockies and Yellowstone.

Judith Basswell Theran, after several years of exciting work with the United Nations Children's Funds and as an administrative assistant handling international staff abroad, is now at home with 15 mo. old Elizabeth. Mark is a partner with Bear Stearns and enjoys his financial projects. Their children are Helen, 11, and Peter, 8.

Barbara MacMaster Wolff's two daughters are in school. She stays busy with community projects, as chairman of the Thrift Shop, on PTA Board, being a classroom mother, volunteer library worker, with tennis and golf for exercise. Charlie is a broker with Auerbach, Pollock and Richardson in N.Y.C.

Ellen Forbes Bingham and Douglas enjoy Edmont, Alberta, at the University.

Marion (Duffy) Stafford Robinson and Bill visited Cape Cod this summer with their girls and saw Ron and Janet Wright Evans on their way home. Duffy teaches ceramics at a local art center and started private lessons as well.

Danielle, Rory, and Alexander are back in COring, N.Y. where she helps set up a volunteer aide program for the local school, and still plays lots of tennis.

Jacqueline (Jacque) Goospeed Buehrer is director of development at Wheelock College. After the summer's heat she looks forward to ski weekends with her husband and their two daughters. Jacqueline saw Mary Worthington Brighton playing at a camp they shared and which their daughters now attend.

Dorothy Striffett Tilton is a licensed medical technologist in Ogunquit, Maine and Bruce recently moved to a new home in Durate.

Betsie Alkin Bemis and family are "crazy about" their new adopted daughter.

Both Maggie and John are settled in school. Both is busy with PTA, the Primary Learning Center and curriculum committees. She is a board member of the C.C. Club of Nassauc- Suffolk Co. and is a buyer for Korvete Stores across the country.

Prudence (Prudy) Roberts Kidd and family are settled in a new house just outside D.C. They vary their location at one of their 4 small Outer Banks every summer.

Barbara Gristede Whipple teaches at a school for mentally retarded children and at Sunday School. Tom is an engineer at Con Edison. They have three children.

Marcie Brazina Littenberg, physicist husband Laurie and 2-year-old Jeffrey live on a farm in Chesnut, County, England. Marcie teaches American literature part time at a local college of education.

Phyllis (Debbie) Brown Pillorge, George (a partner with RTWL, an advertising agency) and their three children enjoy cruising and their 33' sloop in Chesapeake Bay. Debbie takes courses in navigation and classical guitar and also plays oboe in a chamber music ensemble.

Pamela Blume McAllister recently resigned as executive assistant to the president of Texi Industries, Inc., and is now living in Santa Fe (of Saltsbury, Rhode Island) will live in Johannesburg, South Africa.

Elizabeth (Beth) Haines recently received her Ph.D. in botany from Rutgers Univ. in June. The class extends its deep sympathy to Jim Haynes and the Wellers on the death of Jane Weller Haynes 8/73.

Correspondent: Mrs. Harrison R. Morse (Judith B. Kerr), 154 Norfolk St., Hallowell, Mass. 04106

66 MARRIED: Anna L. Linko became a French beller than English and Tonia is almost bilingual. Arline is working with American Field Service, this year sending students to South America.

BORN: to Larry and Alice Karmel Juda Emily Rachel 3/20. Alice Karmel Juda has been substitute teach-

ing in French and hopes to work part time in the fall. Husband Larry received his Ph.D. from Colum-

bia Unv. and teaches international law and organization at Muhlengen College.

Elizabeth Harlin Horowitz gradu-

ated cum laude from the Univ. of Penn. Law School in June. She and her family, Jay, Alexandra 4 and Damon 2, moved to the D.C. area.

Wilma Cohen Probst, as assistant director. Drug Abuse Project for the Nat'l League of Cities, U.S. Conference of Mayors, a project to assist mayors throughout the U.S. in developing strategies to obtain community sup-

port for drug abuse prevention and treatment programs.

Gail Magenis received her master of science degree from the Univ. of Miami in June...

Correspondent: Mrs. Leonard Strickman (Danielle Dana), 151 Commonwealth Ave., Chestnut Hill, Mass. 02167


BORN: to Robert and Barbara diTrollo Mannino, Keith Lawrence 12/22/72; to Bob and Barbara Moresi Holbrook Scott Alexander 1/3; to John and Sharyn Crocker Frisbie Robert Mason 4/22; to Douglas and Fredricka Chapman McGlashan Tyler Robert 6/14; to William and Heather McDonald Cooper Kendra Julie 7/10/72; to William and Marguerite AuWerter Shepard William III (Trip) 5/12; to Neil and Sheila Herman Sheer Lana Beth 4/15; to Jack and Patricia Bethel Egan Catherine Collins 12/13/72; to Ricky and Kathy Hamilton Hamden Christopher Walton 6/7; to Bill and Margaret Oyaas Naumes Joanna Kathryn 10/25/72; to Kevin Howard Jason Scott 6/25; to Charlie and Susan Cryst Scholhamer Kristin 8/20/72; to Bob and Gretchen Ferguson Garcia Michael 2/8/72.


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saw many '68 classmates including Bill and Susan Morgan Baker who were visiting from L.A., Bill and Marguerite (Midge) AuWerter and son Trip. They vacationed with Joe and Lynda Mauriello Franklin and Jennifer in Chatham, Mass.

Ann Geflke Appleton was promoted to education coordinator for the Planned Parenthood League of Mass., now being responsible for the agency's resource development. She is also giving leadership in a pilot project teaching a human sexuality course at an alternative high school.

Selia Herman Sheir is busy with her two daughters and new home. Her husband Neil is a design engineer for Hazeltine Corp. in Avon and a part-time candidate in a Ph.D. program at Northeastern.

Patricia Bethel Egan swapped job of cost analyst for that of mother while her husband Jack teaches a law course in addition to his family's live practice.

CONN Margarette (Midge) AuWerter Shepard divides her time between Trip and a data-processing company in Norwalk.

Helen Benedict is still hard at work on her Ph.D. thesis.

CALIF. Dorcas Hardy moved to Sacramento to become assistant to the Sec. of Health & Welfare. She acts as liaison between this new dept. and 20,000 employees and the Sec. of the agency. She spent July exploring the Pacific Coast with Nancy Krook and Barbara Hatch.

Susan Morgan Baker's husband is doing his residency in internal medicine. They plan to return to New England in a year and a half.

Fredrick (Ricki) Chapman McGlashan's husband, Doug is a second year law student at Stanford while Ricki is busy with their two sons.

ILL. Cynthia Stork Gerber is assoc. director of admissions at Lake Forest College. Cyn was assistant to the Dean and Admissions at Pomona College in Claremont since graduation.

Jane Enright Oswitt works as reference librarian at Ohio State Univ. library in Mansfield while Dick studies for his M.S. in electrical engineering courtesy of the U.S. Coast Guard. Jane received her M.A. in library science at Michigan and during summer '72 was in Rome on a Fulbright-Hays grant to attend an 8-week seminar in classical studies at the American Academy.

Kathryn Bard Lippman, finishing her M.A. in Ancient Near Eastern studies with a specialty in Egyptology, is beginning her second year of hieroglyphics. Kathy wrote the historical text for an upcoming book, "Art of Egypt's Sun King, Akhenaten," which was at the Brooklyn Museum in Oct. David is in his 2nd year of residency in psychiatry at Univ. of Michigan hospital.

Heather Marcy Cooper, daughter Kendra and son Matt enjoy their spacious home in Glenview, complete with back yard. Bill is production manager in a point-of-purchase advertising business.

PENNA. Andrea Bernstein Settler completed her term as a graduate assistant in the Dance Dept. of Temple's Univ., and teaches dance in a new middle school as part of a performing arts carousel program which includes drama, voice and instrumental music.

Margaret Oyaas Naumes, an assistant professor of economics at Drexel Univ. in Phila., expects to receive her Ph.D. in economics from Stanford in Jan. '74.

N.J. Sharyn Crocker Frisbie tried to make our acquaintance with her son, Box 1575, Connecticut College.

Young Hodge who spent last summer at Wesleyan working on a master's.
WHAT ARE CLASSROOMS COMING TO?

Continued from page 13

first day and continuing throughout the term, it is the students' job to create a classroom wherein they themselves can enjoy learning and one that will serve as a model for an elementary classroom in which they would like to teach.

Boxes filled with learning materials are brought from a storeroom upstairs. From sawhorses are fashioned work tables which a teacher could easily build. Bulletin boards, folding flannel boards, portable chalkboards, pieces of carpet and an assortment of audio-visual equipment, including a videotape system are brought into the classroom. Students unpack from the boxes such materials as math and word games, geo-d-stix, tangram puzzles, a microscope, assorted batteries, bells and bulbs, a rock collection, aquarium equipment, books for children and teachers, school art supplies and assorted junk for inventions and collage. The young men and women also discover a box of sand for sandpainting or science experiments and a box of sawdust for puppet heads or sculpture. They reassemble a huge totem pole made from cardboard boxes by the kindergarten class of one of our student teachers.

Each semester sees a new classroom organization, personal to its own group. Although classes tend to think in terms of learning centers for each subject area, one young man last semester protested, "Yes, but learning isn't that way, with math separated from science and social studies separated from art." Because of his objection, his group tried to effect an integration of material with boundaries between subject areas less arbitrary.

Students are allowed periods of time during the three hours of class to explore and to try out available materials. Some students spend this time learning to operate audio-visual equipment, including a videotape camera; others work with paper-mache or linoleum block prints, or they work at setting up an aquarium or a terrarium. It is assumed that each student's background is different, and his experience with particular materials or equipment may be either limited or extensive. Whatever one student may do for his own benefit helps another student to learn. Sharing and cooperation are a way of life, and everyone is encouraged to try something new with no penalty attached to making mistakes or messes.

During their student teaching period the workshop classroom may be used by students to prepare lessons or materials, to borrow teaching aids or to experiment further with audio-visual equipment. The professor of the course is also responsible for observing and evaluating the student teaching experience so that continuity is maintained and classroom learning can be evaluated in a real teaching situation.

Along with reading and textbook assignments, students are asked to attempt an audio-visual project of their own, which might be used in teaching children. They may produce an original film, a filmstrip, a set of slides, an audiotape or a videotape. In addition, a card file is assembled by each student for future use in teaching. The cards contain ideas and plans for imaginative teaching in all areas of the school curriculum, as well as creative problem solving and synectics exercises which are not currently in the elementary school curriculum. Students are encouraged to share ideas, to exchange cards and to use a variety of outside sources, including observation in the public schools.

It is expected that, as a result of the Creativity and Learning course, students will produce better and more
creative ideas for their own teaching and will demonstrate ability to share children’s learning in every subject area with enthusiasm and interest. They undoubtedly will show developing skills as classroom leaders and capabilities of creating a classroom in which children can enjoy learning and in which divergent as well as convergent responses will be valued. These are, we believe, the skills and attributes of a good teacher of the present and also of the future.

LOOKING BACK… LOOKING NOW...

Continued from page 14

what reality is, or at least use the term guiltlessly. Reality is that I have to be in a certain place every weekday morning at nine, reality is that I have a deadline to meet, and reality is the fact that my college days are gone forever.

Since leaving school, I have also been struck by the notion of real decisions. By “real decisions,” I mean decisions which will immediately affect my situation. School imposed a structure on life which protected me from ever having to confront a certain type of first-hand decision-making. School imposes a system which has built into it constant change and continual promotion. Rewards, in the form of good grades, follow closely enough on the heels of the effort to be of continuing inspiration. But more importantly, the clearly defined pattern of promotion provided by school allowed me to escape (for a while, anyway) confronting the question of where my life was going. I accepted the fact that I would be in school for a certain amount of time and carelessly followed that program. All of this is not to say that I made no decisions but only that the decisions I did make applied mainly to my internal life. My superficial situation was well provided for.

I want to avoid here projecting a melodramatic picture of my new responsibility. Like the promotion from sophomore to junior, the move from student to working woman came easily enough; but it carried with it a new system. Faced with that life insurance policy, I saw for the first time that life is a continuum. I will be at this job until I leave, but I can’t look ahead and know what day I will leave. That decision is left up to me.

There is an enigma implicit in this conversion which is generated by the notion of freedom. The old adage, “These are the best years of your life,” speaks to this point. In college I owned my time, I chose which courses to take and when to take them. I worked when I wanted to and played when I wanted to, all of which was carried out in the insulating framework of the school year. My daily freedom was greater, but my broader fate was rigidly determined. I accepted the daily freedom and ignored my lack of free will in the larger sense.

Now I find myself with more freedom of choice, but that freedom is limited by the responsibilities I never before had to face. My first thought on signing that life insurance policy was to walk out of the office and never come back. While I was free to make that choice, and still am, that freedom is limited by the “reality” that I have no alternative place to go. It’s not exactly like dropping a course. No one will stop me from leaving, but no one will tell me what to do afterward. Essentially, I am free to do exactly as I please with my life, but that enormous freedom is illusory. It is subject to stringent guidelines set by society at large.

Enough of the more philosophical differences between students and the employed. There are more concrete differences, and they lie somewhere between the realms of highly exhilarating and outright frightening.

In school, especially in a small campus college, there is a reigning homogeneity found nowhere else in society. Differences in individuals’ backgrounds are so obscured as to become almost meaningless. When I was on campus, most of my friends were there with me. We were all exposed to the same curriculum and granted the same options. We were surrounded almost solely by people of our own age and intelligence and in a daily in-residence situation our means were identical. Since everyone had so much in common, virtually no one was a stranger. It was not exactly one big happy family, but I was likely to be at least familiar with a good portion of people in any given crowd.

Since leaving school I have been profoundly affected by the increased pace of my life. It’s not so easy to see friends, and time has to be carefully apportioned so that I can fit into a day everything I would like to. Suddenly I find myself relying on a calendar and little slips of paper as reminders of what I should be doing. Only a short while ago, if I said “I have to work,” it meant reading a few books. I now consider time to read a few books a luxury. I have luncheon engagements and dinner dates, all of which is new to me; but if you have to eat and want to see people, it makes sense to do both at once. Saves time.

I now have less time but a new life and a new perspective. I also have a new knowledge. I know that this perspective, like everything else in life, is only temporary, for the future (and the past) is dependent upon my current present. In its turn, this present, too, will become my past, and the future will move in to take its place. While I accept the fact that the future I now envision will probably not be the one to come, yet again I plan and again I wonder. But if there’s one thing I have learned about living, it’s that even if you don’t know, you always find out.

LOOKING AHEAD

Continued from page 15

separated entities were joined when knowledge of current college affairs was exchanged with experience in the career world.

Also last spring executive board members and an alumna trustee spoke to the senior class at an informal gathering. By meeting in this way with leaders of the association and asking questions, the students learned how we could aid them in various ways. The board, in turn, found this to be a more effective way of reaching seniors than the traditional welcome during the hectic excitement of commencement weekend, for the relaxed atmosphere promoted a more receptive audience. We believe that, by communicating with undergraduates in these ways, we gain more active, aware and interested new members who will, in exchange, find rewards for themselves through the benefits our association can offer them.

The New Student-Alumni Committee

The major proposal developed by the executive board, however, is the Student-Alumni Committee whose creation was long overdue and whose benefits are obvious as a means of uniting students and alumni. In addition to its other assets, this committee also offers the opportunity to discover “that the other isn’t so bad.” Furthermore, undergraduates will profit from knowing alumni academically, socially and career-wise, while alumni will gain insight into the students’ world and learn new ways to help the college. The committee answers a basic need, but it will take more than the idealism of a few
board members to assimilate the two groups: the committee needs the cooperation of every graduate.

At the first meeting of this new committee in September, the discussion centered around the structure that the executive board had previously outlined. For the first year the committee will consist of six appointed alumni and six appointed students, but in subsequent years certain participants will be elected. (The president and the executive director of the alumni association are to be ex officio members.) The two alumni representatives serving on the executive board of the association will sit on the committee and will serve also as rotating chairman; and two alumni, non-board members will be appointed. Six student members are to be selected from different classes and will represent a range of college activities.

The members also discussed the committee's purpose. Initially it will examine existing relations between students and alumni with strong emphasis on the role of young alumni. And by promoting the valid theory of Connecticut as a life-long alliance—rather than a limited two, three or four-year association, the committee plans to increase students' awareness of the alumni association and its goals. To implement this objective, the committee will develop projects such as the Career Internship Program, a senior-young alumni day, an alumni-speaker series and an expansion of career workshops.

Members of the Student-Alumni Committee have strong aspirations for the first year. Tackling a weak link in the college community, they are determined to unite the two groups in both theory and practice. For this purpose they will need the support of all alumni and students, even after they discover "that the other isn't so bad."

**RECOMMENDED READING**

*Continued from page 18*

he criticizes traditional Utopians (and B.F. Skinner in *Walden Two*) for envisioning simple, static societies based on a pre-industrial way of life. The new Utopia, Toffler advises, must anticipate super-industrialism and work with it. One mode of life—be it materialistic, hedonistic, or whatever—does not have to dominate. The economist, the sociologist, the anthropologist of today can subject evolution to "conscious planned human guidance." That, he says, is the way of salvation.8 Perhaps.

8Ibid., pp. 408-29.

**Books**

The policy of our magazine is to review all alumni and faculty books at one time, in the summer. An exception is being made, however, in the case of the following two books: the first, because so many communities are in the midst of planning a publication commemorating the 1976 Bicentenary, and we can think of no better guide for such a purpose than this volume; the second book is being reviewed at this time because of its seasonal nature.

**Portland.** Martin Dibner, editor. The Casco Printing Company, 1973. Available from Greater Portland Landmarks, Station A, Box 4197, Portland, Maine 04101. Paperback, $6.95; hard cover, $15.00. As project director, Jane Smith Moody '49 is to be commended for having guided the three-year long enterprise of the Greater Portland Landmarks, Inc., which resulted in the publication of *Portland*. Through extraordinarily fine photographs and exceptionally well-written text, this beautiful book summarizes the history of Portland and, at the same time, emphasizes the need for intelligent preservation unless what little is left of our early buildings is to disappear completely. A thought-provoking section, "Lost Buildings," reminds us of how much of our finest architecture has been lost through demolition or else irretrievably altered in the name of commercial progress. One need not be an antiquarian or historian to enjoy and be stimulated by this outstanding book.

**I Love to Ski.** Elizabeth McKey Hulbert '47. Dorrance & Company, 1973. The author of *Pardon Us, We Live Here* and *Out and In* has written a charming, inexpensive book about skiing. Complemented by beautifully drawn pictures, this easy-to-read story will delight both skiing and non-skiing children as well as juvenile and adult skiers.

**MAILBOX**

*Continued from page 23*

where in the city always manage to get to the Palm Lounge at some time during their stay because they know that they are sure to see familiar faces there.

The development of the idea of The Biltmore College Relations Department is interesting. About 1924, Mrs. John Hammond, erstwhile dramatic teacher and counsellor for a girls' camp, joined a friend in inviting a limited number of girls to spend the summer in a garden-surrounded 14th century manse in England for vacationing students. The venture was called "The House-party" and proved so successful that some of the girls made repeated requests for a place in New York where they could come and to some extent be on their own.

In line with her services to schools and colleges, Mrs. Hammond makes her living room available for interviews between students and college authorities, and her frequent consultations with college deans enable The Biltmore management to keep in close touch with student requirements. In short, although the entire Biltmore staff is mindful of the safety and happiness of student guests, it is not difficult to understand why Mrs. Hammond has earned the title, "Counsellor-at-the-Crossways."

**Shortchanged**

When can we expect Part II of the Fall 1973 issue on the Thirties? Surely there must be more. To be enticed by Cynthia Enloe's piece (who, with her parenthetical asides, lets us know how up-to-date she is), to bestow upon myself a lamentable B.P.A., to take heart in Professor Desiderata's article on memory—though it was much too brief and thus relegated to my "short-term storage," and then—Class Notes.

To produce such a fine magazine requires imagination, devotion and an immense amount of time. You have given us that in the past. In this recent issue the idea was there, the layout was outstanding as usual, but we were shortchanged on content. What happened, Mrs. Johnson?

Gretchen Meyers
A Berkeley graduate

**Ed.** Thank you, Ms. Meyers of Berkeley, for your praise. As to what happened—we knew when we clipped "Murphy's Other Laws" from a recent American Alumni Council publication that it would come in handy some day! Here they are: "If you try to please everybody, somebody won't like it"; "Nothing is ever as simple as it seems"; "If anything can go wrong, it will"; "Everything always costs more money than you have"; "If you explain something so clearly that no one can misunderstand, someone will!"; and—our own addition—"Don't count on subscribers reading everything in the magazine. They won't."

Please try the other four features relating to the Thirties: "A View from View Books," "Whatever Happened to Dancing at the Biltmore?" "Catastrophe Hits the Campus," and "The Zebala Women" (written by a 1933 foreign student). And do write again.
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If you contribute to Connecticut College and you or your husband/wife are associated with one of the companies whose names appear in this listing, you can arrange to have a second gift sent to your alma mater, courtesy of your company.
A JOINT CELEBRATION
Reunion Weekend
and
Commencement Weekend

May 31–June 1, 1974

Special Class activities for '19, '24, '28, '29, '34, '35, '39, '44, '49, '54, '59, '64, '69. All other alumni are urged to attend as "Class of 1911."