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CONN CENSUS



CONNECTICUT COLLEGE

Vol. 50—No. 15

New London, Connecticut, Thursday, February 25, 1965

Price 10 cents

From the President:

It is a well established fact that drugs and narcotics have become increasingly available on American college campuses and that students have been tempted to experiment with them. It is now a fact of our history that a Connecticut College student felt the urge to experiment with the narcotic marijuana—with very unhappy results for her. Looked at from any point of view, her act was very foolish and the consequences for her are serious. Possession of marijuana is a crime. The College had no choice but to report her to State authorities. We shall continue to take a most serious attitude toward experimentation with illegal drugs and narcotics. The possible consequences to a single person are too sobering to permit us to excuse smoking "non-addictive marijuana" as an innocent experiment. All addiction begins as innocent and experimental.

Charles E. Shain

Twelve Members of Faculty to Receive Promotions Effective Next September

The Connecticut College Board of Trustees Thursday, February 18, approved advancement in academic rank for eleven members of the College's faculty.

President Charles E. Shain notified the nine men and two women of their promotions. All will assume their new titles on September 1, 1965.

Those promoted to professor include Dr. William P. Holden, chairman of the department of education; Dr. Richard Lowitt, department of history; Poet William Meredith, department of English, and Dr. Bernard I. Murstein, department of psychology.

Four new associate professors were created by the Board's action: Dr. Richard D. Birdsall and Dr. Lenore R. O'Boyle, department of history; Dr. George K. Romoser, department of government; and Dr. Peter J. Seng, department of English.

Three members of the Connecticut College faculty will become

assistant professors at the opening of the 1965-66 academic year. They are: Miss Marilyn J. Conklin, department of physical education; Dr. J. Melvin Woody, department of philosophy; and Richard C. Wiles, department of economics.

Professor Holden is both an English scholar and the supervisor of Connecticut College's training program for elementary and secondary school teachers. His edition of *Twelfth Night* is included in *The Yale Shakespeare*, and his study of *Anti-Puritan Satire 1574-1642* was published by Yale University Press. In 1963 he prepared two Connecticut College monographs: *William Baldwin's Beware the Cat* and *The Funerals of Edward VI*.

A graduate of Williams College, Mr. Holden received his Ph.D. in English philology from Harvard University. He is a fellow of Timothy Dwight College at Yale University where he also advised and

Wish Fulfillment: To Sing Madrigals

President Shain's wish for a madrigal group at Connecticut College is fulfilled. Sixteen girls, Margery Gans, Lolly Pliskin, Betsy Veitch, Charlotte Wolf, Helen Benedict, Mary Hyde, Dickey Wilson, Betsy Wilson, Miriam Mosley, Kathie Reynolds, Chery Shepley, Georgia Urbano, Carol Basile, Brien Mutrux, Frost Thurnauer, and Lisa Wright will meet regularly to rehearse 16th and 17th century madrigals in addition to some contemporary arrangements in madrigal style.

Because of a late start and insufficient subsidiary funds, the group will limit its engagements to College functions. It eagerly anticipates singing at Vespers.

administered the John Hay Fellows. He is a member of the Madison (Conn.) board of education and a trustee of the Madison Country School.

Dr. Lowitt is a specialist in American history whose recent book, *George W. Norris: The Making of a Progressive*, was the first detailed biography of the late Republican senator from Nebraska. His essay on Theodore Roosevelt is included in *America's Ten Greatest Presidents*, published by Rand-McNally in 1961.

Dr. Lowitt is a graduate of City College of New York with a Ph.D. degree from Columbia University. He has been a Guggenheim Fellow and has received research grants from the Social Science Research Council and the American Philosophical Society.

William E. Meredith is a poet of acknowledged stature whose most recent recognition was the nomination of his *The Wreck of the Thresher* as a contender for the 1965 National Book Award in poetry. This book, published a year ago, received first award in the sixteenth annual selections of Borestone Mountain Poetry Awards. His first volume of poems, *Love Letters from an Impossible Land*, was published in 1944 during his service as a pilot with the United States Navy. This book's title poem won the Harriet Monroe Lyric Award that year.

A graduate of Princeton, Mr. Meredith returned to his alma mater last summer as one of five nationally prominent educators who instructed in that university's experimental tuition-free Summer Studies Program for high school boys from disadvantaged environments. This next summer he will direct a similar program to be conducted by Connecticut College for forty high school girls.

Bernard I. Murstein's career as a psychologist embraces clinical practice, scientific research, and teaching. Recently his studies on the physical, sociological, psychological, and economic factors involved in marital choice have aroused wide-spread interest. This research is currently being conducted under a grant from the National Institute of Mental Health.

His text on personality assessment, *Theory and Research in Projective Techniques*, was published in 1964 and later that year was named the alternate selection for September by the Behavioral Science Book Service.

Mr. Murstein is a graduate of City College of New York and was awarded his Ph.D. degree by the University of Texas. He is a Fellow of the Division of Clinical Psychology in the American Psychological Association, a Fellow in the Society for Projective Tech-

See "Promotions"—Page 3

Greatest Number of Students Appear for College Elections

More than 1130 students flocked to the polls Wednesday to elect student government officers.

Judy Stickel will be the new SGA president. Karen Brainerd was elected vice president, Debbie Nichols chief justice of honor court, and Stevie Pierson speaker of the house.

Betsy Reid was chosen to head Service League. Claire Gaudiani takes over as head of Religious Fellowship. The new president of the Athletic Association is Sue Ford.

The new officers and their predecessors were honored at a banquet Wednesday night. Most positions will change hands next week.

This year's 1130 figure represents a sizeable jump over last year's number. The senior class turned out in full strength, 98% voted. The freshmen showed the least interest in the elections.

Gery Plass commented that this was the first election in re-



Betsy Stephenson Voting

cent years in which a three fourths quorum appeared at the polls without last minute phone soliciting.

Students Commence Training To Aid in Summer Program

Eight Connecticut College students have been chosen as summer counselors for the Connecticut College Summer Program in the Humanities, a teaching project for underprivileged high school girls that is being piloted here this summer.

It is financed by the Rockefeller Foundation, and its directors are Professor William Meredith, who participated in a similar program for underprivileged boys at Princeton University last summer, and Professor Philip H. Jordan.

The girls will be trained for their counseling jobs through lectures, seminars, and assigned reading this semester. They are: Philippa J. Carrington '66 of Georgetown, British Guiana; Elizabeth M. Chase '66 of Tenaflly, N. J.; Susan L. Endel '67 of North Haven, Conn.; Carole H. French '67 of Williamstown, Mass.; Ellen Hofheimer '66 of Scarsdale, N. Y.; Ann C. Rothfuss '67 of Greenville, S. C.; Judith A. Severini '68 of New London, Conn.; and Barbara J. Walker '66 of Birmingham, Ala.

The girls were chosen from the group of applicants over semester break by Mr. Meredith and Mr. Jordan, and were notified at the beginning of the semester. Mr. Jordan commented on the general excellence of the applicants' qualifications, and said the choice was a difficult one.

The purpose of the Program is to introduce forty high school girls "to the excitement and challenge of study on a college campus and under conditions of living and working that prevail in a small liberal arts college," according to the statement of purpose in the program's schedule. "The hope is that some of these girls, previously doubtful about whether they could or wanted to go to college, will find interests and abilities that will lead them there."

The student participants will be drawn from high schools in Connecticut and New York where there is a large proportion of Negroes or other minority groups, or in areas where there is more than usual poverty. Their expenses, including transportation to and from the college, will be paid by the Program.

Mr. Jordan emphasized, however, that this Program in the Humanities is not a "civil rights project." The purpose, as he outlined it to a Conn Census reporter, is not political, but educa-

tional. The guidance counselors in the various high schools selected are to endeavor to choose participants who may benefit from the Program, students who have the potential to develop underdeveloped intellectual and esthetic resources.

Since the participants will be drawn from homes where there is substantial economic or cultural deprivation, it is expected that Negro and Puerto Rican girls will make up the majority of the high school students. But the students are not to be necessarily from a minority racial group. The only necessary element is that they be "potentially eligible for higher education but not at present realizing that potentiality."

The curriculum is to include two intensive academic courses, one in literature and language, and one in the history of modern music. Students will also be offered experience in creative and interpretive arts such as painting.

See "Summer"—Page 2

Sophomore to Vie for Position Of Best Dressed College Girl

by Janet Matthews

Conn Census has selected Andrea Luria to represent Connecticut College in GLAMOUR'S annual Ten Best Dressed College Girls contest. The editors' choice was also the choice of the majority of those who submitted nominations.

Andrea is a sophomore from Beverly Hills, California. She is registered as a French major, but plans to take enough art courses to have an art studio major as well.

On campus, she has been active in Wig and Candle and Compet Play. She is assistant stage manager for the forthcoming production of *Antigone*.

She likes to play the guitar, ski, surf and paint in her free time.

Andrea describes her fashion type as "a little eccentric, perhaps Streisand." Her tastes in campus clothes run to textured stockings, antique watches and chains, small heels, and unusual color combinations. She sometimes "slops around the dorm" in a long dress she designed herself.

At home in the East as well as the West Coast, Andrea shops in both places. She finds the clothes in the West "a little more advanced, more individual." In New York she likes Bergdorf's, Henri Bendel, Saks', and The Tape Measure. Andrea has many of her clothes made for her, usually from her own designs. She plans to make a career of fashion designing.

The two week trip to New York for GLAMOUR contest winners appeals to Andrea, who says she loves "the 'coldness' of the city."



Andrea Luria

Like Holly Golightly, she likes Fifth Avenue at 5 a.m.

Andrea will be judged on her understanding of her fashion type, her grooming, make-up, hair and posture, as well as her individuality, imagination and sense of what is appropriate for on and off campus wear. Three full length pictures of her will be sent to GLAMOUR.

If Andrea is selected as one of the "Top Ten," she will be the guest of GLAMOUR for two weeks in June. She will learn the inner workings of a magazine, meet leaders of the fashion and beauty industries, and be entertained with the infinite variety that is New York.

The contest is nine years old this year. Last year more than 260 colleges entered candidates.

Professor Putnam To Discuss Virgil's Poem First Eclogue

"The First Eclogue and Virgil's Poetic Career," a lecture on the structure and content of Virgil's early pastoral poem, will be given by Dr. Michael C. J. Putnam, associate professor of classics at Brown University in the Palmer room of the library, Tuesday, March 2, at 7:30 p.m.

Dr. Putnam sees the early ideas of structure and content found in Virgil's first eclogue as youthful statements of the more maturely complex ideas of the later *Aeneid*, according to Miss Elizabeth C. Evans, chairman of the Connecticut College classics department, which is sponsoring the lecture.

Professor Putnam, one of the most learned and honored young American classics scholars, holds an A.B. and Ph.D. from Harvard University. He was one of the "very few young American classical scholars" invited to participate in a roundtable colloquium at the Fourth International Congress of Classical Studies held in Philadelphia last August, Miss Evans said.

See "Virgil Lecture"—Page 4

Conn Census

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Editorial ...

Angel's Prerogative

The editor of *Conn Census*, in her capacity as a Cabinet member, has sometimes been called the Dissenting Angel. Dissentor she often is, but her function is somewhat broader. An active, voting member of Cabinet, she is also a disinterested observer. She is the connection between student government and the printed word. Having this access to student government issues, she will be the one to determine what will be said about them in *Conn Census*.

The candidates' speeches at the Tuesday Amalgo indicate that there is room for improvement and expansion in *Conn Census* coverage of student government concerns. They suggested various ways in which the paper might be an effective means of communication for their issues.

We are always open to thoughtful suggestions, but we have broad ideas of our own as to the purposes and functions of a small college weekly. We feel no obligation to report information that properly belongs in Amalgo, house meetings or the weekly calendar. We will not have reporters to type up "minutes" of any meetings, and certainly not meetings which are open to the student body as a whole. We are not a mouthpiece for any campus organization.

We see our role in student government as critical and constructive. We will seek to be thoroughly and accurately informed on student government concerns. We will consider it our duty to learn the background of controversial issues. We will print opinions in Letters to the Editor, and in editorial columns. We will conduct polls of students and faculty. We will, of course, continue to publicize campus elections.

The paper can be perhaps the best way of focusing widespread attention on matters of widespread concern. It can be a positive aid to student government, but it must maintain a policy of independent analysis and constructive opinion. —JLM

Regrets Only ...

"A Connecticut College student felt the urge to experiment with the narcotic marijuana." We know that fact well enough now.

But the fact still surprises us. We were not so naive that we did not know that American college students have sometimes included drugs in their experiments, but we are sorry that it happened here.

We trust that this individual case is just that—individual. But the repercussions of the girl's experiment affect us all. We feel the impact through national news articles, through radio broadcasts—and through letters from home.

We as individuals can rise above it; the college will rise above it. And the girl?

We trust that because she had the sense to go to the infirmary when she became ill, she, and all of us, will have the sense not to extend our experiments to such an extreme again. —A.K.T.

Letters to the Editor

To the Editors:
At the risk of seeming "senior-ish" (i.e. having mature opinions about this sort of thing) I would like to comment upon the speeches given at Amalgo tonight. In spite of the hopes of Bunny Bertolette (who wrote in *Conn Census* last week) and others of us who had hopes for the improvement of Speech Amalgo, it failed miserably again this year.
It would not be difficult to believe that one person wrote nearly all of the speeches. Cliches fell freely and many of the subjects introduced seemed trite after three years of similar dissertations. Subjects such as school spirit and community "togetherness" are

echoes and extensions of high school attitudes.
Greater individual "creativity" could be emphasized. A more realistic attitude toward the problems of our "Connecticut College Community" could lead to downright PRACTICAL programs.
Also, an acceptance of the fact that UNIVERSAL school spirit (like 100% voting) can never be realized, may help us descend from our high level of ineffectual idealism.
Some of the proposed "reforms" certainly gave the impression that they were scraped up merely for the moment.
Varney Spaulding

Letters to the Editor

To the Editor:
Miss Sally Higgins' editorial in the last issue of *Conn Census* raises some interesting questions about good teachers and good teaching that merit serious and thoughtful discussion here on the campus. Her own observations and the passages she quotes from *Harper's Magazine* editor John Fischer should prompt spirited comment from students and faculty alike; so perhaps at the outset it may not be amiss to consider a few basic premises and distinctions that ought to be kept in mind.

First of all, it doesn't seem to me that there's any point in bandying about terms like "good teacher" and "good teaching" unless we can give them a fairly precise meaning so that we will all know what we are talking about when we use them. I hope it is possible to agree that the only worthwhile sense of "good" in this context means "effective." It certainly shouldn't mean "popular," or "interesting," or "entertaining," as I am sure Miss Higgins would agree, although it certainly is pleasant when a teacher can be all of these other things as well as effective in the classroom. Unfortunately, superficial people are apt to equate "good" with "popular" when talking about teachers; only the highly motivated and thoughtful student will clearly see that a teacher could be unpopular, unamusing, unduly severe in grading—even deficient in social personality—and still be a good (i.e., effective) teacher of his subject. Moreover it is worth noting that some subjects don't lend themselves to popular teaching. With such subjects, year after year knowledge must just go on making its bloody entrance.

When Mr. Fischer says that "nearly everybody on the campus knows who are the good teachers and who are the bad ones," all I can reply is "Not so." While I do have a fairly good idea of who are the popular teachers and what are the popular subjects at Connecticut College, I haven't the foggiest notion who the really effective teachers are—it may not be an objectively or immediately measurable quality.

For another difficulty in coping intelligently with the question of good teaching is the need for perspective. Judging by my own undergraduate experience, it seems to me that students may be too close to the issue to see it clearly. If I were now to make out a list of my own "good teachers" from undergraduate days, it would be a quite different list from the one I would have put together in the 40's. It is chastening to reflect that many of the teachers I pronounced "good" then have not stood the test of time nearly so well as others whom I judged more harshly. I think many of my colleagues would come to a similar conclusion from their own experiences, and I wager that most students at Connecticut College today will evaluate their teachers differently ten years from now. Mr. Fischer says that

the "passing decades have not changed" his view of his undergraduate teachers "in a single case." I hope that remark is simply journalistic rhetoric; if it isn't, Mr. Fischer comes close to admitting that he hasn't learned anything since leaving college.

Mr. Fischer also feels that student opinion ought to be one of a number of factors consulted in the reappointment, advancement to tenure, or promotion of faculty members. This is a superficially engaging idea, but if adopted it might prove to be an extremely dangerous practice. Student opinion might be the most misleading factor of all—partly because of the point about perspective already noted—but for other reasons as well. Mr. Fischer suggests that college administrations start observing the motto "The customer is always right." But that is a shopkeeper's motto, and serves only to produce obsequious salespeople. The truth of the matter, as everyone knows, is that the customer is often wrong. I don't think Connecticut College students want a beholden and obsequious faculty. Nor, to take another topical example, do I think that they want the factors that loom large in the election of student government leaders to be influential in choosing the faculty that teaches here.

One final matter: the question of teaching and (or versus) publication. Professor Douglas Bush ("a mouse on the platform, but a lion in print") of Harvard coined the phrase "publish or perish" as an ironic comment on teachers and administrators who viewed teaching and publication as wholly opposed activities. His phrase has survived, but the irony, alas, has been lost. The fact is that the two activities are not opposed; properly used they should inform (give form to) each other. Professional research keeps the specialist abreast of his field, keeps him continually expanding his knowledge and skills. Teaching supplies the means for that advanced study, and also one of its outlets. Mr. Fischer's portrait of the lecturer who delivers the same lectures "year after year from notes compiled a generation ago" because the lecturer is busy on research and publication, is simply absurd. Usually the truth is quite the other way around. The teacher who continually gives the same lecture each year from dog-eared twenty-year-old notes is far more apt to be the instructor who has abandoned his professional interests once he safely has tenure.

A thorough discussion of what a good—effective—teacher is, may turn up some solid criteria for assessing the creature. Teachers would welcome such criteria because they want to be effective; college administrators would be overjoyed, because they want to reward effective teachers. The problem is to find some objective way of adequately identifying them.

Peter J. Seng

Summer

(Continued from Page One)
sculpture, dance, and creative writing.

The Connecticut College girls chosen for the jobs of counseling these students are excited about their project. Most of them are interested in teaching and/or have done counseling or teaching in the past.

They have already met, informally with each other and with Mr. Jordan (acting director until Mr. Meredith returns April first) to discuss ideas. They have considered possible projects like a weekly news-sheet for students and parents of students participating in the Program, extra-curricular drama activities, day-trips to places of historical or cultural interest, and outings with the students and counselors of the similar summer teaching project at Yale.

The counselors' training seminars, which began yesterday afternoon, include assigned reading about racial minority group problems like Charles E. Silberman's *Crisis in Black and White* and Martin B. Duberman's *In White America*. Lecturers scheduled to speak to the counselors-in-training include Professor Staughton Lynd of Yale, who has taught at Spellman College, and Professor Philip Goldberg of the Connecticut College Psychology Department.

The counselors will play a large part in the Program's "Follow-Up," which Mr. Jordan underlined as of particular importance in the success of the Program's purposes. The eight counselors are to make regular visits during the next two academic years to the high schools to which the students have returned. They will visit monthly or perhaps every six weeks, Mr. Jordan said, to encourage these students who may find themselves in "cultural conflict" with their environment after their learning experiences here.

The newly-chosen counselors have expressed especial interest in their summer jobs since the Program in the Humanities will be new and experimental at Connecticut College. They all feel a responsibility to make this first summer "work." As one of them said last week, "It will be a learning experience for all of us!"

CAPITOL THEATER
Feb. 26 - March 5
YOUR CHEATING HEART
George Hamilton - Susan Oliver
Red Buttons
GUNFIGHTERS OF CASAGRAN
Alex Nickol

House of Cards
50 State Street
— Contemporary Cards —
— Crane's Stationery —
gifts
tokens
troll dolls

Connecticut College Students Rally For Peace In Viet Nam

In a quiet and orderly fashion, a handful of Connecticut College students picketed in front of the post office last Thursday. The picket line was formed to encourage support for the evening rally protesting American military intervention in Viet Nam.

Sponsored by the Peace Club and the Civil Rights Club, the rally was "an appeal to the conscience of America to end the war in Viet Nam." Senator Wayne Morse, speaking to the students in a filmed interview with a Yale student, stated that our foreign policy belongs to the American people. He advocated individual protest.

Protests must make clear to the government that the American people will not sacrifice boys to South Viet Nam. Rather they would join with other nations in peace.

We must face reality, he said, and put our faith in law rather

than military might. If we believe in the law we must practice it by stopping unilateral action in South East Asia.

George Romoser, Assistant Professor of Government, formulated a statement which was read in his absence. His suggested solution was a conference of major powers to establish the withdrawal of all foreign forces. The problem in Viet Nam requires a political not a military solution.

Describing some of the recent atrocities committed by American forces in Viet Nam, Gordon Christiansen, faculty adviser to the Peace Club, emphasized the importance of 'honor' in our foreign policy. "It is imperative for the government to behave honorably," he said.

Dr. Christiansen called attention to the Declaration of Conscience, a radical pacifist statement. The declaration advises persons facing the draft to refuse service; it urges refusal to take

part in the manufacture of military equipment, or to work in fields of military research. Signers or distributors of the declaration face the possibility of up to five years imprisonment and/or a \$10,000 fine.

Sponsored by several pacifist organizations, the declaration has been distributed throughout the country, along with factual leaflets. Dr. Christiansen, a member of the executive board of The Committee For Nonviolent Action, said that over 2,000 signatures have been received. The sponsors of the declaration plan to present these signatures to Washington.

Staughton Lynd, a man committed to nonviolence, was the guest speaker at the rally. Dr. Lynd, a History Professor at Yale University, examined both the analytical and the existential approach to the problem. Today countries are turning to Communism.
See "Rally"—Page 3

Promotions

(Continued from Page One)

niques, and was made a diplomate in clinical psychology by the American Board of Examiners in Professional Psychology.

Richard D. Birdsall is a scholar of American history with specific interest in the Federalist period in New England. In addition to articles on this era, he has written a book, **Berkshire County: A Cultural History**, published by Yale University Press in 1959. During the 1962-63 academic year he was a Fulbright lecturer in American history at the University of Helsinki, Finland. Earlier, he held a Guggenheim Fellowship for study and research in Cambridge, Mass. He is a graduate of Yale College and received his Ph.D. from Columbia University.

The second historian to be promoted to associate professor, Miss Lenore R. O'Boyle, has published numerous articles within the area of recent European history, especially of German political theories of the nineteenth century. At present she is compiling an analysis of the attitudes toward the newspaper press in England, France, and Germany during the first half of the nineteenth century. She received her A.B. degree from Bryn Mawr College and her Ph.D. degree from Radcliffe College.

George K. Romoser is a specialist in the recent political movements in Germany where he has been both student and teacher. He was a Fulbright lecturer in political science and American studies at the University of Mainz and a Fellow of the Social Science Research Council at the University of Freiburg. Last summer he was affiliated with the Institute of Political Science at the Free University of Berlin where he conducted much of his research for his forthcoming book on **The Politics of Resistance in Nazi Germany**. Both the American Council of Learned Societies and the American Philosophical Society have awarded him research grants in support of this study.

Mr. Romoser is a graduate of Rutgers University and was awarded his Ph.D. degree by the University of Chicago.

Peter J. Seng is a specialist in Elizabethan lyrics, a subject on which he has contributed numerous articles to scholarly publications. He is the co-author of a poetry textbook, **Poetry: A Wadsworth Handbook**, published in 1961 and is now preparing a book on Shakespeare's songs for the Harvard University Press.

A graduate of Marquette University with a Ph.D. from Har-

vard University, Mr. Seng was a member of the English faculty at Northwestern University before coming to Connecticut College in 1959. He has held a Dexter Traveling Fellowship for study in England and a Folger Library Fellowship for study in Washington, D. C.

Miss Marilyn J. Conklin is chairman of the Connecticut Division for Girls and Women's Sports and Secretary of the Connecticut Board of Women's Officials. She contributed to the Riding Instructors Manual, issued by the National Division for Girls and Women's Sports. She received a bachelor of science degree from Sargent College of Boston University and was awarded the master of science degree by the University of Southern California.

Richard C. Wiles is an economist specializing in the fields of international economics and economic development. He received both the B.A. and M.A. degrees from Boston College and has completed the requirements for the Ph.D. degree at Clark University.

J. Melvin Woody is a philosopher with particular interest in the nature and conditions of freedom. His present investigations in this area of thought center around German romanticism and existentialism. His B.A., M.A., and Ph.D. degrees were all granted by Yale University where he held a Wilson-University Fellowship and a Sterling Pre-Doctoral Fellowship.

Rally

(Continued from Page Two)

nism because of internal revolution. We cannot deal with this situation as if it were external military aggression. Bombing can only drive Red China and Russia together. This would be our biggest mistake, he said.

Why is America protecting lives in Viet Nam? Dr. Lynd answered that we have not been protecting lives; we've been killing them. It is not the government but the American people who are responsible for the deaths in Viet Nam (as in Mississippi). The solution lies in our duty to protest.

Mardon Walker and Karin Kunstler, presidents of the Civil Rights Club and the Peace Club, respectively, will draw up a record of the rally proceedings and send the information to Abraham Ribicoff.

**Dr. Lowenthal Debates Severe Conflict in Russian Ideology
Russia Reconciles National Interest to Communist Objective**

by Tessa Miller

How is Russia reconciling its national interest with the totalitarian objectives of world communism? The answer to this question formed the substance of debate for Dr. Richard Lowenthal, speaking before a capacity audience in the Main Lounge on Tuesday night.

The tension exerted by these two factors has determined Soviet motivation in world affairs, said Dr. Lowenthal. Stalin solved this problem with ease, interpreting "national interests" in light of supernational objectives. He was convinced that the spread of world communism would result from an expansion of the soviet state, not from independent revolutions around the world. The development of heavy industry was given top priority in this ideological struggle.

During the Khrushchev era, the conflict between national interests and world wide ideology became increasingly severe. Russia was now, Dr. Lowenthal said, a "satis-

fied power" facing a dilemma of insatiable totalitarianism. Dr. Lowenthal noted three factors which have sharpened this conflict:

First, the industrial maturity of the soviet state had been achieved. The ideology fervor was weakened because of increased economic requirements of this modern state. Rather than use the technique of Stalin, who "operated on society like a surgeon with his knife," the Soviet leadership realized that economic incentives were needed. Attempts to improve the economic situation by insuring a truly classless society were made. The last vestiges of private property disappeared. Production declined! Economic rationality was opposed to ideology; economic considerations triumphed. The climate in Russia changed from "totalitarian fanaticism" to bureaucratic government.

Second, in the area of foreign policy, the "containment" policy of the Western powers proved

successful. "Peaceful co-existence" to the Soviets meant any offensive short of an all out war. However, this offensive, which was responsible for the failure to secure withdrawal of Western troops from Berlin to the Cuban missile debacle, led to the collapse of this operation in a practical and a theoretical sense.

Third, Russia was faced, in the Khrushchev era, with the "diminishing returns of empire." Khrushchev's deStalinization policy "unwittingly and unwillingly" destroyed Chinese support. Dr. Lowenthal discussed the difference existing between the Soviets and Red China on the military, industrial, and diplomatic fronts. The results is aptly illustrated in Viet Nam. Russia wants the situation strictly controlled; China is willing to push a local conflict. Internal differences illustrate the "besieged Fortress" attitude characteristic of the Red Chinese. They must exercise strict, relentless ideological control over all the inhabitants. Obviously, the new program of Russia gravely threatens the Red Chinese ideological concept.

The new program in Russia has been dangerous to the Russians as well. Khrushchev's attempt to change the basic purpose of the party from ideology to economics was one factor which brought his ouster. His heirs, however, have not turned "the clock back."

The "Policy of Containment" first advocated by George Kennan in 1949, has "proved its worth." The theory behind that policy was that if the Russians were successfully held long enough, internal changes in that country would occur.

Dr. Lowenthal concluded his talk with the warning that there will always be factors to temper the optimistic view he presented. The United States must, above all, keep the shifting climate of Communism in view. Our knowledge of the changing character of the antagonists is not an aim in itself, but it will lead us to a more constructive foreign policy.

**Summer Jobs - Apply Now!
Better Jobs Disappear First**

by Leslie Rosoff

To all the fortunate ones traveling in the United States and abroad this summer, C.C. wishes Bon Voyage. But there are always a few (65% in 1964) who head home in June and sacrifice their summer freedom to a weekly pay check.

Anyone who finds herself part of this working-girl-majority but has not yet given consideration to employment possibilities should definitely not let spring vacation go by without confirming a position. Most of the experienced summer job-hunters on campus can tell you that competitive challenging jobs are gone by Christmas.

Present sophomores and juniors should seriously consider work in their major field, since permanent positions often result from good performance in a summer job. There are numerous opportunities for art majors, newspaper and publishing house jobs for English majors, and hospital and lab technician openings for zoology and chemistry majors. Last year one government major worked in behalf of civil rights in Mississippi. Another participated in a training program of the Department of Agriculture. I.B.M. offers some exciting training programs in computers. One math major earned over \$1200 in such a job last summer. She is now instructing Connecticut College students and faculty in Hale Lab.

Among the more unusual lines of work attempted by Connecticut College girls last summer were disc-jockeying at the Stork Club, fruit picking, researching and interviewing suspects of the Boston Strangler, and doing secretarial work for the Planned Parenthood

League.

Another summer possibility for the enterprising student is self-employment. Last summer nine girls ventured out into the business world on their own earning a total of \$2,047. Two girls sold their own handicrafts, another opened a nursery school, another was a tutor.

Students who plan to work this summer, and are interested in suggestions should visit the Personnel Bureau. The Bureau makes available to students lists of potential employers. Those who have applied for summer jobs already may request that their past references be sent out. In any case, students should formulate their summer plans soon; there are five million college students in the United States, most of whom will be looking for work this summer.

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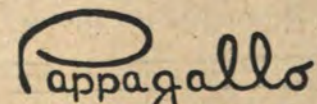
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Music Major Gives Program Of Vocal Solos

Charna Tenenbaum, a senior music major, will offer a program of solo vocal numbers at Holmes Hall, Thursday, March 4, at 8:30 p.m.

Her program will include a Handel "Pastorella vagha bella," "Senti l'eco" from Mozart's "La Finta Semplice," five lieder by Hugo Wolf, and the Prose Lyrique by Debussy. In addition, she will sing a group of five contemporary songs entitled "Prayers of Kierkegaard" by Martha Alter, chairman of the department of music at Connecticut College.

The program is open to both the college and public without charge.

Faculty to Perform Chamber Program This Sunday at 8:30

Four chamber works, by Beethoven, Brahms, Schumann, and Barber will be offered by three Connecticut College music faculty members in a concert Sunday, February 28, in Holmes Hall at 8:30 p.m.

Miss Zosia Jacynowicz, pianist and assistant professor of music at the college, Mrs. Dorothy Fidler, instructor in cello, and Mr. Ralph Loomis, clarinet instructor, will play a set of seven variations by Beethoven on a theme from Mozart's opera, *The Magic Flute*, for cello and piano, three fantansy pieces, Opus 73, for cello and piano by Robert Schumann, a Samuel Barber Sonata, Opus 6, for cello and piano, and a Trio by Brahms, in A minor, Opus 114, for piano, clarinet, and cello.

Miss Jacynowicz, who has concertized extensively, has appeared many times with the Boston Symphony Pops Orchestra, and with the Rochester Philharmonic. She has also appeared as soloist with the Kroll Quartet, and in chamber concerts with members of the Boston Symphony Orchestra.

Mrs. Fidler, who teaches cello part-time at Connecticut College, is an assistant professor of cello and chamber music at Hartt College of the University of Hartford. She has been a member of several chamber music groups and is at present principal cellist of the Hartford Symphony Orchestra.

Psychology Graduate Students Invade Snack Shop Weekly; Attend Seminar, Drink Coffee, Discuss Research Advances

by Molly Hogeboeck

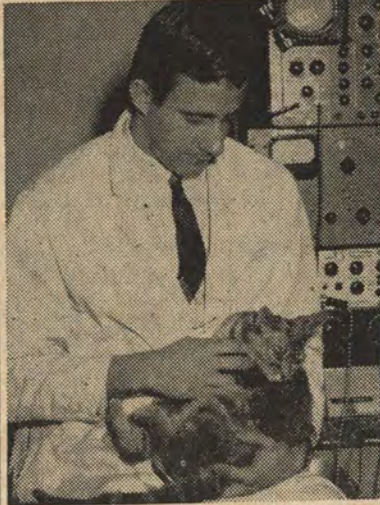
At about 10 p.m. on a Monday night, the Snack Shop is invaded by a dozen or so lively, conversing students. These young men and women comprise the graduate department in Psychology.

Once or twice a week, they descend en masse on our campus to attend a seminar and to discuss the advances being made in psychological research. From their various locations, they join together to make up the work-study program leading to the master's degree.

Some of the students' faces are quite familiar. One of the work programs centers around assistant teaching of the undergraduate psychology courses. James Saunders, one of the better known graduate students, is engaged in research in the basement of Bill Hall. His project in experimental psychology has been aimed toward the implantation of electrodes into the eighth auditory nerve of feline subjects.

Using his cat colony in Bill, Mr. Saunders is measuring the limits of electrical activity of a variety of pure tone stimuli. He will further observe and measure changes in auditory limits after a period of exposure to a high intensity noise. Mr. Saunders has had four successful implantations at this point in his research. Available to him for his project is the psychological laboratory equipment purchased under the one year grant of the U. S. Department of Health, Education, and Welfare. The grant was given to Dr. Robert L. Rhyne, Assistant Professor of Psychology.

The picture of a boy and his dog walking briskly around campus this fall perhaps led some students to speculate that this pair, too, is directed toward the advancement of science. George Woods, a first year graduate student, was studying the possibility of a new measure for conditioned anxiety. Mr. Woods used the heart rate of dogs to test the generalization of anxiety overtime. In his



James Saunders

pre-test, he paired a pure tone with a shock to induce anxiety. His results will lead to a more extensive study during the next year at Connecticut.

Another familiar face to many Connecticut students is that of Miss Cynthia Barnes, housefellow at Blackstone. Miss Barnes divides her time between the campus and the Norwich State Hospital, where she is part of the work-study program in clinical psychology. Miss Barnes' research at Norwich is aimed at investigating the extent of clinical versus statistical prediction. The studies have dealt with the problems of how people perceive and make predictions on the basis of

correlated events. These studies reflect on the clinical situation; the analyst in an attempt to predict the patient's program, makes a diagnostic evaluation of a patient.

The less-frequently seen faces of the Monday night group are those graduates outside the campus proper. Martin Steinbach, one of the students in the human factors program at Electric Boat, has dealt extensively with studies of decision making skills in anti-submarine warfare. His thesis research at E.B. deals with auditory localization.

The newest aspect of the work-study program has been the introduction of physiological psychology in connection with Hartford Hospital. Miss Darlene Cohen is one of the first Connecticut students being trained to assist in such neurological procedures as the production of cortical lesions. Her work includes much of the testing of the animals which have undergone localized operations.

A cursive discussion of the graduate program has necessarily left many projects unmentioned. At the present time, there are twenty-one students, many working under Connecticut professors and many under experts in the field. The graduate students, despite their various projects, are conjoined in their active interest in the progress of psychology—and in the black coffee at Crozier.

Virgil Lecture

(Continued from Page One)

He has done distinguished work on Catullus, published in a series of articles in *Harvard Studies in Classical Philology and Classical Philology*. In his forthcoming book, *The Poetry of the 'Aeneid'*, Professor Putnam has done four studies in imaginative structure and design. In this study of the essential verbal construction of the *Aeneid*, he offers an analysis of four books of the Roman epic. He examines them first in terms of their own unique qualities, then, as entities held together by intricately designed verbal patterns, and, finally, as parts of a larger whole, strikingly unified not only by repetition of key words and phrases, but by symbols which are central to the whole design.

Professor Putnam joined the Brown University faculty in 1960 after teaching at Smith College in 1959-1960. In 1961-1962, while on leave from Brown, he served as Acting Director of the Center for Hellenic Studies in Washington, D. C., a center which was generously endowed with five million dollars by Paul Mellon for the encouragement of Greek studies in this country. In 1963-64, Dr. Putnam was in Italy as a Rome Prize Fellow of the American Academy in Rome.

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