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Connecticut Daily Campus

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Editorial
Summer's Coming
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Last In A Series

Major Barrier; Power Structure

By Donald C. Averill

The major barrier to genuine professional status for education has of course, been the contemporary power structure of American education. Because education is a "public profession" and teachers are paid out of public funds, the public has adopted the attitude that it can tell teachers what subjects to teach.

However, the nature of what is or is not a professional decision is not influenced by whether an individual is paid out of the public treasury or private funds. If and when most doctors are publicly employed in this country, as they are in England today, it would not make sense that the public tell doctors what drugs to use and in what dosage.

Public's Concern

It is true that the public has a legitimate and valid concern with what goes on in our schools, but it is by no means certain that the public is expressing its valid concern in a wise manner by making decisions that are essentially professional in character. In the long run, it is in the public's interest that matters that properly fall within the domain of the professional student of pedagogy be made by him.

Another major barrier has been the predominance of women in education. Unlike men, the majority of women do not consider teaching as a life career, but rather as an interim occupation before and after marriage and raising a family. Furthermore, women are primarily responsible for the high rate of turnover in teaching personnel. This has been a significant factor in forcing teachers' organizations to concentrate their time and energies toward maintaining stable membership, rather than on seeking genuine professional status for teachers.

Solidarity Barred

The predominance of women has also been a serious barrier to the achievement of occupational solidarity inside the walls of education. Nevertheless, in all fairness, it must be added that women have been some of our finest and most devoted teachers.

Another factor is the absence of a powerful and effective teachers' organization. A factor that has been generally overlooked is the apparent indifference of teacher-training institutions to the genuine professionalization of education. The implications of local control for the professional autonomy of teachers is seldom discussed. Potential teachers need to be exposed to a rigorous analysis of the problems of professionalizing education.

Until they understand these problems, and are convinced themselves of the necessity of seeking genuine professional status, it is highly probable that little progress will be made toward this goal.

Need for Professionalism

The genuine professionalization of education is, in the opinion of the writer, one of the greatest needs of our time. It would mean that while education would continue to be the

legal responsibility of state governments, that pressure from non-governmental sources would bring about a greater degree of centralization and uniformity than now exists in education. It would not mean, however, that professionals would run shipshod over parents.

Some decisions concerning the curriculum could still be made at the local level. It would merely mean, as was so dramatically pointed out at the heated meeting this month of the National School Boards Association, that local school boards would be digging their own graves if they continued to give precedence to the needs of local communities over the needs of the national community.

The change in the status of education from an occupation to a profession would mean that the purposes of education would not be determined by 43,000 different school boards but by the national community. It would mean that once the purposes of education had been determined by the national community that the methods used to achieve these purposes, which include subject matter, would be determined by professionals. The ends of education would be determined by the national community and the means by professional educators.

Today, because no sensible delineation has yet been made of the proper role of the public in the entire educational enterprise, the line of demarcation between professional and lay decisions has all but disappeared. The professionalization of education would mean that educational problems could be raised and solved within the framework of a recognized power structure.

Power Structure

The major reason for the continuance of the "cold war" in education today is because of the absence of such a power structure. The professionalization of education would mean that a national comprehensive teachers' organization that would emerge out of the present chaos in education, would have the major responsibility for protecting the public schools from the various pressure groups which seek to utilize them from their own ends.

The professionalization of education would improve the social status and prestige of teachers. No longer would teachers be viewed as the servants of a local community, hired to do its bidding, but as professional people with definite professional responsibilities and obligations. It would inevitably lead to higher standards for entry into teacher education.

Improved Education

Important as all these outcomes are, they are not the primary reason for seeking genuine professional status for teaching. Rather, the basic reason for seeking the professionalization of education is that it is a means through which the quality of education that our boys and girls receive in the classrooms of America will be greatly improved.



JUDY COFRANCESCO is seen modeling one of her creations for tonight's Home Economic Fashion Show in the Little Theatre. Members of the School of Home Economics are sponsoring the show. (Campus Photo-Curran).

ROTC To Honor Cadets At Annual Military Day

The combined ROTC forces will hold their annual Military and Armed Forces Day today at Memorial Stadium from 1 to 3 p.m.

Dr. Stanley Wedberg, chairman of the committee for the planning of Military Day, has announced the sequence of events for the ceremony which will include a drill exhibition by the Pershing Rifles Society, Uconn's trick drill team; the formation of cadet corps and the presentation of awards to meritorious cadets; the symbolic administration of the commissioning oath by Dr. Wedberg to all senior cadets who will receive their actual commissions, upon graduation, during separate ceremonies; and a review parade by the entire Army and Air Force cadet corps.

In addition, a NIKE AJAX missile will be on exhibition at the North End of the stadium. Prior to the formation of the cadet corps, an Air Force "Fly-over" with jet air craft is scheduled to occur at approximately 1 p.m.

The cadet corps parade will be reviewed by President Jorgensen, Army Cadet Colonel Peter A. Markham and Air Force Cadet Colonel Gerald P. Nicoletta. In command of the troops will be Army Cadet Colonel Edward J. McDonald. Miss Anne Spence, who was selected Co-ed Colonel (military ball queen) last October, will be a special guest of honor. She will present medals to one Army and Air Force sophomore for meritorious achievement in Military Air Science. The medals are given by Company E, 10th Regiment, Scabbard and Blade, Uconn's honorary military society.

Angel Flight, a national service organization of college women interested in military drill and the Air Force, will provide ushers for the event.

All students who are enrolled in ROTC will be required to attend this event. Students who are forced to cut other classes for this purpose will be responsible for arranging with instructors for make-up of work missed. Instructors have been asked to understand that such absences are beyond the control of the students.

In the event of inclement weather, the review parade will not be held and the presentation of awards and the symbolic commissioning will take place in the Jorgensen Auditorium.

Last Issue

The CDC will publish its last issue of the year tomorrow. If anyone wishes to have a notice or story appear in the paper it is requested that the material be turned in before noon today.

ROTC Pickets "Legal, Proper"

No action will be taken against students picketing the Military Day ceremonies today. Contrary to rumors around campus to that effect, University officials clarified the standing of the Administration in that there will be no action against the picketers.

"It seems all legal and proper to me," said a security officer after listening to the plans for this afternoon's picketing of Military Day ceremonies.

The uniformed security officer sat in Tuesday night's discussion of the pros and cons of the ROTC program as an "interested individual" in his own words. Skeptical protesters noted, however, that he was delivered to the meeting by a uniformed officer driving a security station wagon.

Assured that their plans are legal, and convinced of the necessity of expressing a point of view contrary to the prevailing pro-military view, the informal group of students and faculty members determined to go ahead with this afternoon's picketing.

Picketers' Routes

About a dozen persons have definitely committed themselves to participation in the picket. They will divide into groups of two or three. Picket routes have been established in front of the HUB and the Field House, as well as along the entrance roads to the stadium where the ceremonies are to take place. In event of rain, the picketing will be done in front of the auditorium, which will house the program. The pickets will meet at 12:30 in front of the HUB.

Although they were not in complete accord as to a future ROTC program, all but two individuals of the three dozen who attended said that they would support a campaign to replace compulsory ROTC with voluntary ROTC.

Publicity

The pickets met yesterday afternoon to make posters, which will be carried today. They will also distribute mimeographed materials describing the ROTC, and the nature and purpose of the protest.

No one at the meeting was in favor of civil disobedience. Civil disobedience was described as direct interference with the ROTC ceremonies themselves or interference or obstruction of the marching Corps. It was generally agreed that this would probably be construed as adequate grounds for dismissal from the University.

sity. No one felt that this was appropriate or justifiable action at this time.

Why Opposed

The students and faculty generally agreed that the main reasons they were opposed to the compulsory ROTC program were that it did not represent an academically justifiable program, it did not serve the needs of the military (the Air Force favors voluntary ROTC but the Army is holding out for compulsory); and its stated purpose of indoctrinating the public was not considered justification for including it in a University curriculum.

The group agreed, when one student pointed out that the object of the picketing was not to start a revolution but simply to get people thinking about the validity of the program. It was pointed out that the decision is made by the trustees of the University whether to have compulsory, voluntary, or no ROTC at all.

Right to Picket

Although most students favored campaigning against the Compulsory program alone, they agreed that they would not oppose anyone who wanted to oppose all ROTC and who would want to carry signs to that effect. As one student expressed it, "Just as we are constitutionally guaranteed the right to picket Compulsory ROTC, they can picket for whatever they wish. We cannot demand our own freedom to picket without granting them the same right."

Angel Flight New Officers

New officers of Angel Flight were elected Monday night for the coming year.

New officers include: Major, Joan Fawcett; Captain, Pat Hichwa; Secretary, Nancy Colla; Treasurer, Janice Egan; Recruit Chairman, Joyce Carucci; Publicity Chairman, Ginny Rose; and Historian, Monica Brown.

Members of Angel Flight will serve as ushers in today's Military Day activities at the Memorial Stadium. They were also to have marched in the Armed Forces Day parade in Hartford Tuesday, but the parade was cancelled.

For further information on the Uconn Summer Sessions, students should contact Mr. Manning, University Box U-56, Storrs.

Foundation To Aid UC Polio Research

The National Foundation has awarded \$166,269 to the University of Connecticut to explore problems of abnormality in development among living organisms which could show up as birth defects.

Announcement of the grant, which takes effect July 1, was made jointly yesterday by President Basil O'Connor of the National Foundation and President A. N. Jorgensen of the University.

The award is one of the largest of its kind made by the Foundation, (formerly the National Foundation for Infantile Paralysis) which now backs research on viruses, arthritis, birth defects, disorders of the central nervous system and polio.

The Uconn project will be conducted in the Institute of Cellular Biology, a 25-member, inter-departmental body of biologists united as a task-force in pursuit of knowledge about life at its most basic level.

According to Dr. Hugh Clark, chairman of the unique Institute, the new research project is an outgrowth of earlier studies carried out in the University's Agricultural Experiment Station by Dr. Walter Landauer, a world-famous geneticist.

Dr. Landauer succeeded in

producing in chicks certain environmentally-induced flaws which simulate inherited deformities.

In one instance he developed chicks without tails by injecting insulin into eggs incubated for only 24 hours. By injecting insulin after a four-day period of incubation he produced certain abnormal limb developments in the chicks. However, in no instances are these artificial deformities transmitted to offspring as happens in "normal" genetic mutations. These abnormalities, which geneticists call "phenocopies," may be produced by other chemicals and drugs and may result in different effects.

"By means of biochemical and electron microscopic studies we propose to analyze the developmental processes of phenocopy formation in the chick. We will pay special attention to 'phenocopies' involving abnormalities in the limbs, axial skeleton and associated muscles," he pointed out.

It is obviously impossible to conduct similar tests on humans but the information gained from experimenting on chicks, while differing in detail, can lead to the development of general principles which very likely apply to human development, Dr. Clark said.

Five Year Period

To help achieve these ends, \$134,000 of the National Foundation grant will be used to engage, for a period of five years, a biochemist, an electron microscopist, full-time technicians and part-time graduate assistants.

The balance of the grant will be utilized by the new Institute staff members for equipment and supplies necessary for the research. Contributing their specialized knowledge and abilities as consultants and co-workers on the new project will be the senior staff of the Institute.

National Foundation expediting grants are made annually to supplement the long-term grant, providing necessary additional personnel, equipment and supplies.

An important byproduct of the research will be the opportunities opened up for graduate training in the biological sciences, one of the primary functions of the Institute.

"It is our conviction that the support received from the National Foundation will serve as a stimulus for attack on kindred problems by present and future graduate students," Dr. Clark asserted.

New Courses Are Offered In Science

Pre-medical and pre-dental students can hasten the day when they qualify for admission to professional schools under the new double-unit Summer Session offered by the University of Connecticut this year.

According to Stuart Manning, director of Summer Sessions at Uconn, a wide range of vital scientific courses will be offered undergraduates during the split sessions—June 26-July 28 and July 31-Sept. 1.

"In one summer, pre-medical or pre-dental students can complete one-year of general chemistry or general physics. They will also be able to complete two years of a foreign language in the double session," he maintained.

"Upper-classmen will also be able to fulfill a year's requirement in organic chemistry during a special 8-week program running from June 26 to Aug. 18," he added.

Courses Offered

One-semester courses which will be offered during the first or second 5-week session include: comparative vertebrate anatomy, embryology, human physiology and bacteriology.

Mr. Manning pointed out that the new Summer Session program also is designed to help incoming freshmen accelerate their college careers.

Policy Change

The Division of Student Personnel releases the following statement concerning disciplinary policy which will become effective the fall semester of 1961-62.

Immediate responsibility for administering University Regulations on student conduct resides with the Offices of Men and Women's Affairs.

Disciplinary penalties at the University of Connecticut include: 1. official reprimand; 2. disciplinary warning; 3. disciplinary probation; 4. suspension and 5. dismissal.

The following is an explanation and revision of the penalty of disciplinary probation. As indicated above, disciplinary probation is one of the several procedures which may be utilized when a student's conduct is found to be below the standards and expectations justifiably required of University citizens.

Disciplinary probation is one of the more serious actions which may be taken against a student. This status means that a student because of his conduct is no longer in good standing in the University community and certain restrictions are necessarily placed on his activities until such time as he demonstrates that his conduct is again worthy of placing him in good standing.

The status of disciplinary probation first and foremost serves as a reminder to the student that his infraction has become a part of his record in the appropriate Affairs Office, and that a repetition of similar or other unacceptable conduct may be cause for determining his continuance in the institution.

Further, the status of disciplinary probation will carry with it the following restrictions:

A student of Disciplinary Probation:

1. May become ineligible for consideration for scholarship or other financial aid. Depending upon the seriousness of the matter, a student placed on disciplinary probation who is already receiving scholarship or other financial aid may have the award revoked.

2. Is ineligible for participation in certain extra-curricular activities, specifically, those activities which entail authority and are based to a large degree on individual integrity and responsibility and, activities which are primarily non-educational in nature such as: a. intercollegiate athletics; b. the various levels and areas of student government, i.e. Student Senate, Student Government Councils (Area Councils), Residence Hall Councils, and Student Counseling and Student Assistant positions; c. Pledging or initiation into a social fraternity or sorority; d. election to, or holding office or a major position in any extra-curricular activities; and e. in addition, the student may be required to meet certain other conditions in the area of extra-curricular activities which may be established in his particular case.

Freckleton Award Given At Daily Campus Banquet

Members of the Daily Campus Board of Directors and members of the Freckleton Memorial Committee, which makes an annual award to a student who makes an outstanding contribution to the welfare of freedom of the press and the Daily Campus, attended the annual Daily Campus Banquet held Tuesday night at the Altnaveigh Inn.

Matthew Schechter, 1960-61 president of the Associated Student Government, received the Freckleton Memorial Award. The award is a fifty dollar bond.

The award, the seventh time it has been presented, is given on the basis of an outstanding contribution to the Daily Campus by a staff or a non-staff member.

Stemmons Awards

Professor emeritus Walter E. Stemmons, past faculty advisor to the student newspaper, presented the award. He spoke briefly on the history of the Campus and in particular on "the greatest editor the Campus has ever had," Harold T. Freckleton.

Mr. Stemmons mentioned some of the episodes in the life

of Freckleton, notably his being Editor of the Campus for three semesters, a feat never done previously or after, and also being the first Uconn alumnus to die in action in World War II. Mr. Stemmons pointed out some of the "unusual" episodes which occurred when Freckleton was Editor.

In receiving his award, Schechter remarked that he was proud to receive the award and that it was rewarding to see alumni concern in the workings of the Daily Campus.

Members

Members of the Freckleton Committee include Professor Walter E. Stemmons, Mr. Joseph Dawson, secretary; Mr. Frank Nieman, chairman; Mr. Carl Callum and Mr. Donald Ruck. All members are past Editors of the Campus.

Other guests at the Banquet were Matthew Schechter, the award winner; Mr. Bice Clemon, publisher of the Daily Campus; Mr. Sol Wollman, University Photographer and advisor to the Photopool, and Mr. Eric Carlson.

Last year's Freckleton Award recipient was James Hughes, past managing editor of the Daily Campus.

Stanford U. Student Recipient of Hearst Award

The winning student and college in the first annual William Randolph Hearst Foundation's Journalism awards were announced today in Washington, D.C., by Pierre Salinger, White House press secretary, at a National Press Club luncheon.

Gerald B. Rankin of Stanford University was the winning student, and the William Allen White School of Journalism at the University of Kansas was named the winning school.

Following the luncheon, Rankin and Prof. Calder M. Pickett, acting dean of the winning journalism school, were greeted by President Kennedy.

They were accompanied by Randolph A. Hearst, president of Hearst Consolidated Publications, Inc., and a trustee of Texas A&M College,

the foundation, and by William Randolph Hearst, Jr., editor-in-chief of the Hearst newspapers.

Other winning students, announced by Salinger were: Frank Morgan, University of Kansas; Joan Evelyn Geiger, University of Washington; Myron Belkind, Ohio State University; Larry K. Smith, University of North Carolina; Brenda Warner Rotzoll, University of Wisconsin; Fred Zimmerman, University of Kansas; and Sam Anthony Angelloff, University of Washington.

Two other students won in a tie. They were John Fleming Hussey, Jr., University of So. Carolina, and Bob Roberts, cations, Inc., and a trustee of Texas A&M College.



THIS IS JUST a sample of what is in store for you at the Home Economics Fashion Show. There will be models galore! The Fashion Show will take place tonight in the Little Theatre. (Campus Photo-Curran).

Connecticut Daily Campus

"Serving Storrs Since 1896"

HASTE MAKES WASTE

Today is Military Day at Uconn. The officers and students involved in the ROTC program will be in Memorial Stadium this afternoon for the presentation of commissions to the seniors.

A certain group of students has chosen this time to protest the University policy requiring freshmen and sophomores to take either Air Force or Army Courses. The way we see it, there will be a group of students who want to picket in the vicinity of the stadium during the event. If this demonstration is orderly, the university supposedly will take no action against the protesters.

We feel that if students think that compulsory ROTC courses are wrong, and that this is a proper way to protest, then they should not be afraid to go out and show the rest of the students and the guests of the university that they think this policy is wrong.

We do not feel, however, that this group is in a position to influence anyone or change any policies. This event is a ceremony to award commissions to those seniors deserving

them. The stadium will be filled with parents and friends of the participating students. The only effect that such a demonstration can have on the people who will attend it is "sour grapes".

There are other ways to go about getting the regulations concerning compulsory military training changed. The Student Senate has done a great deal of research on this topic and could be very helpful to any students who desire the information.

TO ALL PROTESTERS:

Be careful of people who would turn your demonstration into a brawl. This could completely ruin any good intentions that you might have. It would also indicate that students can't face any problems without violence.

Some students are deliberate and have done a great deal of work to do away with the compulsory system of military training here at Uconn. You could ruin this if you get excited to the point that the Military Day schedule is interfered with by a group of hot headed students trying to get their names in the state papers.

PROBE—Matthew Benson

As you may remember, my last article dealt with organized Religion. I was going to follow it with one on Birth Control and several others pertaining to matters that I felt were significant to our generation. My purpose was not really to convince the reader to accept a particular point of view, but rather to initiate some thought on these matters.

I held off on these articles, and now have finally abandoned the idea of continuing my series any further. The reason for this was not that I was afraid to be associated with these ideas but rather that the editor of the CDC informed me that these articles might be used as an excuse for Administrative control of the newspaper.

After giving it some thought I reluctantly, but I think realistically, agreed.

The fact that this possibility exists, is frightening. I have spent four years on this campus and I think one of the greatest faults of the University of Connecticut is maintained through the dichotomy that exists between what is taught in the classrooms and the policies that govern this University.

I think that through a concerted effort and a constant vigilance the students may preserve the last of the rights that they have been allowed to maintain—a Free Student Press. I hope that you will make this effort and I wish you the best of luck in the coming years.

Matthew Schechter

Letters To The Editor

ONLY FEAR LEFT

This is a free country. We have freedom of assembly, freedom of speech, academic freedom—we have so many freedoms we don't know what to do with them. So what do we do? We give them up. Not consciously, not intentionally, not even quickly. Not with a bang but a whimper.

In place of our multitude of freedoms we are left with just one—the freedom to be afraid. The only thing we have to fear is fear itself? No, we have to fear our friends. We have to fear the University Administration. We have to fear congressional investigations. What would happen

to me if I picketed this afternoon against the ROTC? I just happen to feel, for very good reasons, that ROTC doesn't belong here. But what will happen? I might get expelled. I might lose my scholarship. I would certainly lose friends. I might get investigated.

I'm so scared I won't even sign my name to this letter, lest someone know I even considered protesting the status quo. But how long can this thing last? I whimper. Is there any relief from this headache? Not with a whimper but a bang.

Name Withheld Upon Request

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The Washington Merry-Go-Round

DREW PEARSON

Drew Pearson says: Some argue Adlai was right to recommend Kennedy - Khrushchev meeting; Nikita interpreted JFK's polite turn-down as snub; stepped-up Connie trouble reflects Mr. K's ire.

Washington — A backstage argument has been intriguing the diplomatic corps as to whether Adlai Stevenson or John F. Kennedy was right about meeting with Nikita Khrushchev. Now it looks as if the argument is being settled in favor of Stevenson.

The question is one of the most important influencing recent American diplomacy.

It began even before Kennedy was inaugurated, when the Russians made it quite clear they were delighted at his election, looked forward to a new era of improved relations. Prior to the election, Khrushchev had compared Nixon to a goat tending a cabbage patch, and had castigated Eisenhower over the U-2 incident.

On the day of Kennedy's inauguration Khrushchev sent him a glowing telegram. It almost bubbled over with friendship.

Even before January 20 the Russians had offered to send a special envoy with cabinet rank to Kennedy's inauguration as a symbol of its importance. This was politely refused. Kennedy was acting on the advice of old guard state department advisers. In addition, he seemed trying to counterbalance his statement of May 1960 that he would have expressed regret to Khrushchev for sending the U-2 over Russia on the eve of the summit conference.

White House Denies
It was on Jan. 27, just one week after the inauguration, that Kennedy clashed publicly with Democratic elder statesman Adlai Stevenson, who had become Kennedy's ambassador to the United Nations, and who told the press in New York that he thought Kennedy should meet with Khrushchev. Promptly from the White House came a blunt repudiation.

There is reason to believe that this made Khrushchev hit the Kremlin ceiling. Not only had he released the RB-47 fliers five days after Kennedy became president, as a gesture of friendship, but he had indicated that he would come to the United States on March 6 to attend the United Nations assembly where he wanted to meet the new president.

Kennedy's denial of Stevenson's statement, therefore, was interpreted in the Kremlin as a direct slap at Khrushchev.

Earlier the American embassy in Moscow had reported that Khrushchev had six months in which to demonstrate to the Red Chinese that his policy of coexistence with the West would work.

At the Communist conference in Moscow in November, 1960, the Chinese had battled vehemently against Khrushchev's so-called policy of appeasing the West. In a four-hour speech, the Chinese delegate had excoriated Khrushchev as Governor Faubus of Arkansas might excoriate Roy Wilkins of the NAACP. The Russo-Chinese compromise, as reported by American diplomats, was a six-month grace during which Khrushchev would have to prove to the Red Chinese that his policy would work.

So when Kennedy politely sent word that he wanted to get his feet on the ground at home before he talked about foreign policy abroad, Khrushchev

decided to haze the young new president.

This is the way skilled diplomats who watch events in the Kremlin have reconstructed events. They understand Kennedy's position. They sympathize with his desire to get his feet under the desk at home. They know he never actually turned down Khrushchev.

Mr. K vs. Mr. K

However, events since then bear out the theory that Mr. K in Moscow set out to haze Mr. K in Washington.

For not since Khrushchev disinherited Eisenhower to Russia last May has an American president faced so much Communist trouble and so much Moscow abuse.

Just when Ambassador Thompson delivered a polite message to Khrushchev in Siberia on March 9, that Kennedy preferred to postpone any early meeting, the Kremlin sent a brutal note regarding the Congo, undercutting the United Nations and everything the United States stood for there.

Simultaneously the Soviet delegation to the Geneva nuclear testing conference stiffened its position. It took a tougher stand than against Eisenhower.

There followed stepped-up Communist activity in Laos, an area which the Kremlin knew the United States did not want to defend with troops. And while Kennedy demanded complete neutrality, the Communist-supported Pathet Lao stepped up their activity until they had most of Laos in their hands — leaving the young new president out on his neutrality limb.

Part of this may have been accident, but not all. It had the earmarks of a tough Khrushchev hazing of Mr. K in Washington.

Then came the abortive invasion of Cuba, at which point Russian-American relations reached a new low. Pravda gave forth with a bitter, government-inspired editorial attacking Kennedy by name, while the Kremlin sent Kennedy two brutal notes threatening to intervene.

The Cuban fiasco materially handicapped Kennedy's bargaining position. He could not afford to be an aggressor twice in succession — first in Cuba, then in Laos; or in Geneva, by resuming nuclear testing.

In fact, the president found himself in almost the same position as Eisenhower—a position of fighting rear-guard actions to catch up with events which had overtaken him. He even found himself in a position which caused Richard Nixon gleefully to advise that

Kennedy sit down and meet with Khrushchev — even as he and Ike had done.

And although Adlai Stevenson is not the kind who says "I told you so," a good many diplomats now figure that he was right.

Profs—Is Your "Student" Really A Student . . . ?

Attention, faculty! Are you sure that every student in your class is really a "student"? The Burns Detective Agency is offering a service to college presidents whereby a trained "student" attends classes to report on a "controversial faculty member."

The New Republic, May 15, reprinted a letter sent to college presidents from the Agency. They remark, "It is reprinted with sympathy for educators in certain communities who would wish it to remain unpublished. It might put ideas into the heads of overzealous trustees."

Operations of an undercover "student" would include enrolling in a class in a usual manner, obtaining a class schedule, attending and sending daily confidential reports.

After analyzing these reports, the Agency would forward them to their client (invariably a college president).

Burns Operatives, it was stated, can also be inconspicuously placed in positions of kitchen help, janitors, cashiers, office help, janitors, in any field where a security problem might exist.

"After the necessary body of fact and information is developed, corrective steps can be made quickly, quietly, and efficiently."

Is "that suspicious-looking student with those beady eyes" actually taking lecture notes . . . or are they notes for a different purpose?

Society News

Phi Sigma Delta

Pinned: Hennie Dunn '61 to Norm Sohn, Harvey Wolf, Ruthie Welt, Alpha Epsilon Phi '63; Steve Irwin '63 to Gail Wassaman, Sprague '64; John Ficarro '61 to Marlene Karmasin, University of Bridgeport '64; Jack Biensack '61 to Roberta Shankman, Kappa Alpha Theta '64; Mike Zieren '63 to Barbara Botwinik, Vassar College '63; Pete Gassner '62 to Elsa Kaplan, New Britain General Hospital School of Nursing '63; Jerry Roth '63 to Carol Levy, Chandler Secretarial School '61; Ted Cooper '63 to Beth Higbee, Manchester '64; Frank Simon '61 to Sylvia Sohn, Boston University Alpha Epsilon Phi '64; Dave Jacobson '61 to Carolann Homp, Uconn '61; and Arnie Brower '62 to Leslie Nield, Crawford C. '62.

Engaged: Ed Chestler '61 to Susan Schiller, Simmons '63; Joel Weisman '61 to Judy Lindenberg, Forsyth School for Dental Hygiene '61; Barry Korh '60 to Carol Levinson, Phi Sigma Sigma '62; M. J. Silberman '60 to Beverly Aaron, Phi Sigma Sigma '62; Nate Schneider '60 to Renee Hiller, Phi Sigma Sigma '62; Norm Edmonds '60 to Diane Miller, Alpha Epsilon Phi '60; Stern Wolff '62 to Linda Protter.

Married: Jack Saxe '60 to Anita Fink, Alpha Epsilon Phi '59; and Jesse Frankel '60 to Elaine Delladonna.

New Brothers
New brothers who were initiated into Alpha Alpha chapter of Phi Sigma Delta on March 14 are: Jeff Lebowitz, Joe August, Steve Kahn, Jeff Goldstein, Jack Feltberg, Stan Deltz, Eliot Silberberg, Howie Nathman, Jon Liss, Terry Steglitz, Maynard Seider.

The Brothers of Phi Sigma Delta feel proud and privileged to have as our new advisor, Major Wayne E. Scrivener, U.S.A.F.

Phi Sigma Delta is proud of its many members who have been active in campus activities and those who have been recently honored with membership in various organizations: Gerry Fox, President of Archons, Who's Who, Phi Kappa Phi; Sam Nemirov, Junior Class President, Archons; Sherm Wolff, University Scholar; Howard Rosenfeld, Greek Week Chairman; Allen Marks, Phi Alpha Theta; Dan Firestone, Arnold Air Society; Hillet Treasurer; Vic Schachter, Freshman Class Vice President; Dave Fox, Arnold Air Society; Myron Warsaw, Top Chemistry Student Award, Phi Kappa Phi; Phi Beta Kappa; Mark Goldberg, Hillet First Vice President; Arnie Blenner, Greek Week Assistant Chairman; Larry Beresford, Arnold Air Society; Robert Aaron, Arnold Air Society; Billy Cohen, Phi Tau Sigma; and Al Neubauer, Arnold Air Society.

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Do not be foolish and do things blindly. Know what the job will have to offer before you accept the position. Do not waste precious years in an unproductive employment.

The copyrighted booklet "THINGS YOU MUST KNOW WHEN JOB HUNTING" lists essential information as questions to ask when being interviewed and tells you when and how, and to whom to ask them.

In addition, there are pages of information on interviews, employment agencies, relocation employment, salaries, salary increases, merit raises, termination, and essential miscellaneous advice. It's a must for all who plan to work now or in the near future.

Let me help you through my research booklet on this important subject of the things you must know when job hunting. Enclose \$2.00 in check or money order with name and address to: Graeme J. Mac Keown, Box 338, Mercer Island, Washington (State).

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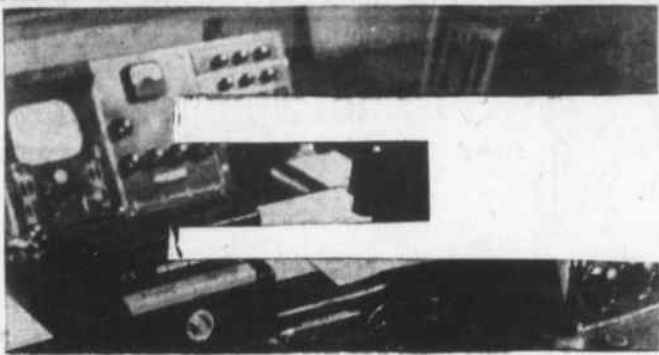
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Connecticut ETV: Moving Into The Field Of Education

By DIANNE RADER

The national enterprise known as educational television or ETV employs thousands of people, uses facilities worth hundreds of millions of dollars and reaches millions of men, women and children.

The Connecticut ETV will begin broadcasting from Trinity College in the fall, thus adding one more station to the present ones in Bridgeport, Norwich, and Hartford. As educational television moves into Connecticut, as it expands throughout the nation, it is time that the students at the University of Connecticut asked exactly what educational television is, what its purpose is, how it accomplishes those aims in practice and what place it has in the modern educational sphere.

Not Passive

It is in answer to the preceding questions that the following articles have been written. The motivations of ETV are non-commercial. It seeks to educate, although in the process it is often entertaining. It regards the audience not as a passive mass, but as an active group of viewers with diversified interests and abilities. ETV aims to achieve its purpose in three main ways. It may provide experiences that change the viewer by either serving his educational, cultural, or vocational interests; altering his prejudices or perspectives; or making him sensitive to his place in society.

ETV is of two principal kinds. One, known as instructional or in-school television,

consists of lessons and courses regularly taught by television for credit in schools and colleges. The other, known as adult programming, consists of programs for the general public.

Familiarity with ETV depends upon the area of the country in which one lives. Around Pittsburgh, for example, ETV is part of everyday life. Through two ETV channels, a adult programming reaches an audience of one million, and in 3,566 classrooms, students are taught partially by television. In other communities, ETV exists for teaching but not for general viewers, and vice versa. In some places ETV is unheard of or regarded as an isolated experiment.

The novelty of television is long past, and as ETV approaches the end of its first decade, it is no longer supported for its good intentions and potential, but rather for what it brings to the screen. One fourth of the nation, some 45 million youngsters and adults, are engaged in some program of formal education. Teaming with problems, American education is in a ferment of analysis, experimentation and innovation. ETV is a versatile instrument for grappling with major problems, including the shortage of teachers, the quality of teaching, the training of teachers, the explosion of knowledge, and slow and fast students.

Add to Teaching

The shortage of teachers may be met by mass movement to

the teaching profession by the best college graduates or by reducing the standards and allowing more students to become candidates. Neither step has been considered very satisfactory. A third way is to make better use of good teachers. Efforts are being made to relieve teachers of non-teaching chores by the use of instructional secretaries and other non-professional assistants. Teachers can function in teams to reach large classes, gain more time to prepare lessons, and work with individual students and small groups. ETV facilitates the rescheduling and variations in class size that such arrangements require.

The quality of teaching is improved in that better use of teaching talents, through ETV in part, frees many school and college teachers from the necessity of repeating each lesson

to several class sections, giving them more time to keep up in their fields, supervise student activities, meet with supervisors, correct papers and do other things for which the school day leaves little time.

Teachers are allowed a new avenue of professional growth, by being able to watch their counterparts in action. Teachers are given more time to continue their life long self-education. Television lessons cover more ground, permitting a larger capacity, and further horizons for each course.

ETV, combined with team teaching, often permits more attention to the slower group of students. For brighter students, ETV provides material beyond the curriculum, offers work for advanced standing in college, and aids independent learning.

Millions See ETV Over 54 Stations

ETV is growing so rapidly that a statistical anatomy of the field can only be approximate. Students are receiving part of their regular education by television programs. Others are receiving television "enrichment programs", material not counted as academic credit, but considered valuable as a supplement to the school curriculum.

About 250,000 students were receiving college credit for courses over educational television in the beginning of the 1960-61 academic year. Students preparing for teaching careers and high-school teachers working for advanced degrees in education were or had been enrolled in chemistry, physics, and mathematics over "Continental Classroom."

It grew to a point where 5,800 credit hours were being taught in eleven courses given for full academic credit. Penn State's system is the most extensive college level ETV system and the most heavily researched. At one time, psychologists and educational researchers were devoting full time to acquiring objective, statistical knowledge of ETV in four general areas: effectiveness compared to conventional teaching, appropriateness, acceptability and feasibility. Tests not only calculated television, but also students' ability to apply principles to the solution of problems and to interpret data and draw valid conclusions.

Researchers also compiled data on ETV's effect on the attitudes and value judgments of

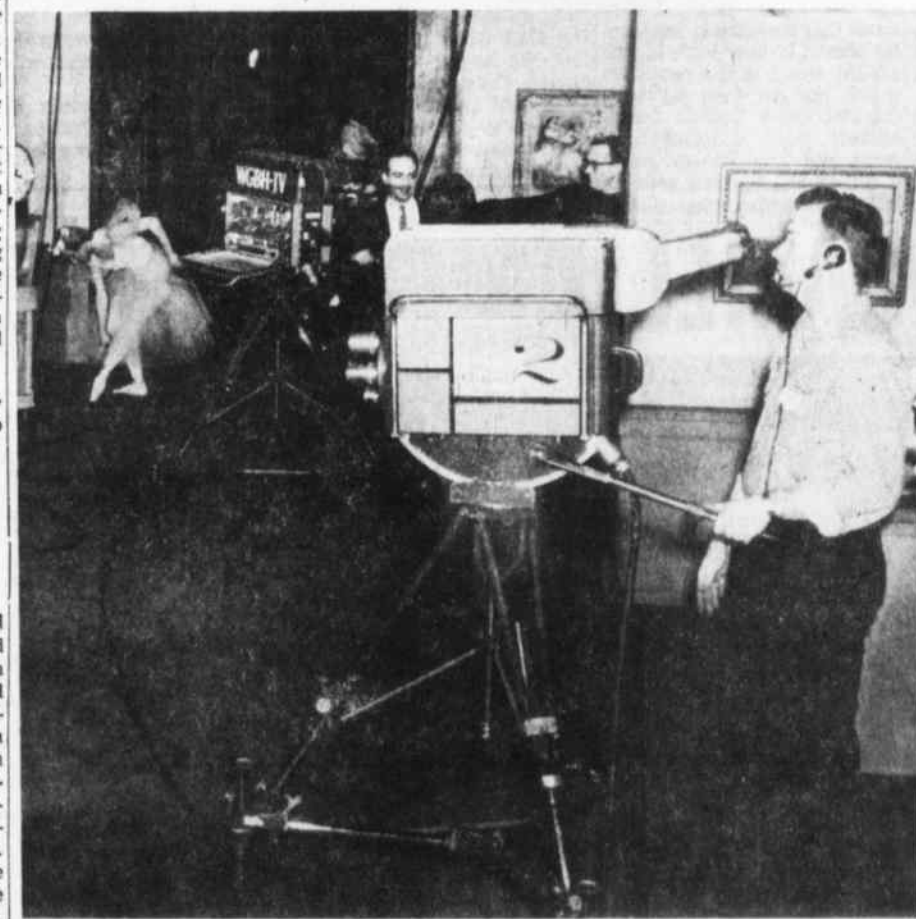
students, the cost of televised versus regular instruction, and faculty preference between teaching by television and teaching to overcrowded classrooms face to face. Then the plea came out for basic research on the learning process, motivation, criteria for selecting television teachers, and combination of ETV with other media.

Before 1961, 54 stations were on the air, and ten more were preparing to go into operation. This covers an area populated by 70 million persons. Including an estimated 20 million regular viewers.

NET, the National Educational Television and Radio Center, is headquarters for the fifty affiliated educational television stations, and main stimulus and exchange medium for noninstructional programs. NET helps affiliates keep abreast of developments in ETV. Their objection is twofold: to increase audiences for programs distributed by ETV, and to learn the reaction of the people to the programs.

For its quality, educational content, flexibility, and visibility of program service, NET claims the title of "fourth network." For ETV the prize is quality, not the size of the audience.

ETV cultural programs, free of mass-audience compulsion toward a lowest common denominator, seldom command the audiences of commercial network "spectators." Still, millions of Americans regularly view ETV, and the chances are that ETV will at least double its audience in the next decade.



A WGBH-TV PRODUCTION prepares for action, while the subject stretches a little, and the cameraman lines up. Showmanship, while never an end in ETV, is often an adjunct to the teaching process. The technical

preparation necessary to create vivid impressions during a televised lesson would be economically impossible in the ordinary classroom. (Photo by Glow).



ABOVE IS WGBH-TV in action. The value of ETV hinges on the knowledge, skill and enthusiasm of the "on camera professors." The screen is occupied most of the time by men and women from the staffs of schools and colleges, although non-teachers from many fields occasionally supplement and enrich ETV. Integrity of objective maintains top-most in the production. The

physical nature of television places emphasis on the things that are shown, as well as on the people who organize and transmit ETV. Objects and special effects produce a marked contrast with conventional classroom settings. ETV overcomes the time and cost limitations of bringing a thousand and one articles into the classroom. (Hingham Photo Service).

WGBH In Boston Provides Education, Interest, Purpose

In Boston there is one of the first noncommercial educational stations on the Eastern seaboard, WGBH-TV, Channel 2.

operated by Lowell Institute Cooperative Broadcasting Council. In 1957, the New York Times stated that "the lesson of WGBH-TV is that after a while a viewer can be entertained to death; there does come a time when it is refreshing to have the mind titillated with regularity and purpose."

Educational TV is an acquired taste, and the beginner may at first find it hard to take. But, with time and patience the viewer finds himself undergoing a subtle yet civilizational emotional readjustment. The pace of educational broadcasting is very much slower,

the tone infinitely quieter, the goal much more definitive.

WGBH Viewpoint
Educational TV, as represented by WGBH, holds that the viewer is both ready and willing to contribute personally to the success of the program, that his role is not passive, that he is as selective in TV as in everything else.

Those in charge of the Boston station are seeking to open TV's horizons to those pursuits and interests that are an everyday part of adult life, yet do not fall within the heading of commercially popular entertainment. It is the WGBH premise that an audience is not a "mass," but composed of groups whose curiosity covers the whole range of human endeavor, of which commercial television is only a part.

On April 28 of this year, WGBH received some of the coveted Ohio State Awards for 1960 programs. These awards are given in various categories on the basis of excellence in the general field of educational and cultural programming. There is keen competition for the awards by all the nation's television stations and networks, commercial as well as educational.

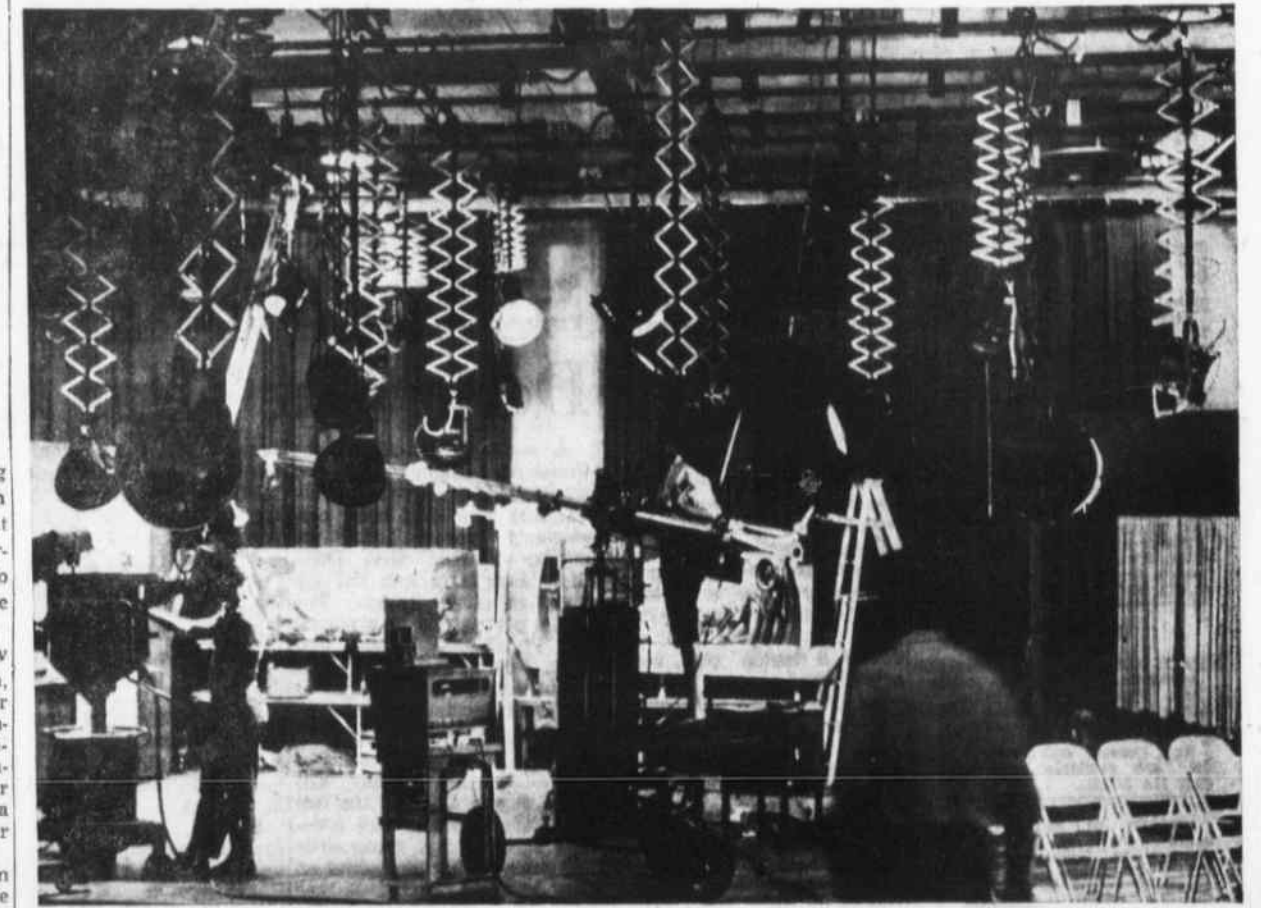
Award Winners

As examples of the programming which won for WGBH-TV the coveted awards, the following are cited. On April 25, 1961, "one of the largest and most brilliant productions ever telecast live from a Boston station went on the air when the station presented 'Dido and Aeneas.' Composed

in the 17th Century by Henry Purcell, 'Dido and Aeneas' was the first important English opera. More than 60 talented young people were in the cast, chorus, orchestra and dance group.

In the earlier part of April, Channel 2 in Boston presented a panel which discussed the problem of how the United States should react to the Reds' Man-In-Space Feat. Experts from diverse fields dissected the space man before television cameras.

Other features included full, uninterrupted concerts by the Boston Symphony; a series of lectures on co-existence by a British Labor Leader; a demonstration of psychology through hypnosis; a study in science; talks on art and a course in jazz.



THE TECHNICAL intricacies of the WGBH-TV production are seen above. Through the individuals working together to form the whole organization, the viewer receives a coordinated, well-planned program on his TV set. The "on-stage" instructor is but a part of the larger picture, including

the producers, directors, lighting experts and other technicians. Through the ability of the cameras to move quickly, many opportunities for better "visual aids" are taken advantage of. (WGBH Picture).

Skill, Perseverance, Ideas Broaden Scope Of ETV

Except for the human brain itself, television is the most structurally complex instrument of education. ETV's impact on education has been and will be decidedly influenced by its technology. The main technical "facts of life" in ETV are circuitry, narrow-band telecasting, videotape and state and regional networks.

ETV is transmitted either by closed or open circuits. Closed-circuit television usually operates over cables, like the telephone. Since it does not send the picture and the sound through the air, closed-circuit television requires no allocation of television channels and is outside the jurisdiction of the FCC. It reaches only so far as its cables reach. The principal drawbacks are two. The cost is high and the geographical range limited.

UHF or VHF

The most rapid growth is taking place in open circuit ETV. The open circuit requires Federal allocation of an

assigned frequency in the television band. The two types of open-circuit channels are UHF and VHF. Most receivers are equipped for VHF, with less than eight per cent equipped to receive UHF. The major breakthrough has therefore been in VHF, although ETV in some large cities is broadcasted over UHF.

An open-circuit channel carries only one program at a time. This limitation is most keenly felt in in-school programming. One of the technical goals of the Midwest Program on Airborne Television is to double the number of lessons that can be broadcast on a single channel.

Videotape

Until 1960 NET films and kinescope recordings were the only way of reproducing ETV programs and lessons for exchange. Filming is time-consuming. Kinescopes, made by filming a TV program, are not always satisfactory. A major technical revolution occurred

with the development of videotape, a system of high quality recording of the picture and sound of a telecast on magnetic tape.

Assistance to state and regional networks is one of the latest aspects of the Foundation's support for ETV. This involves the live broadcasting simultaneously over more than one station, the taping and the duplication of programs within networks.

General Education

The technicians, lighting directors, producers, and other experts control in part the actions of the teacher "on-stage." No longer is he the master. The "on-stage instructor" controls what he says and shows, but the technicians control how he says it, where he stands, and scores of other details. Teaching ability and knowledge of the subject still maintain first place in selecting teachers to carry out ETV's main objective of educating and enriching the general public.

End Of ETV First Decade Indicates A Bright Future

First the air had to be won. The years from 1945 to 1948 brought an authorization of 108 commercial stations. Pressure and competition for additional channels led the FCC to freeze additional allocations between 1948 and 1952.

Capitalizing upon the possibilities of television, groups and individuals banded together to present the case for ETV to Congress, FCC, and the public. One such group was the Joint Committee on Educational Television, established with Ford Foundation funds.

Ingredients
After winning the channels, they had to be preserved. Use involved the establishment and operation of a station with the following ingredients: money, program content, and community support. The council gave stations legal support and engineering advice.

The first ETV station, KUHT, Houston, Texas, went on the air May 12, 1953. In 1954, eight new stations were born; in 1955, eight more.

Several streams converging into the mainstream of educational TV development were:

the mass production of television sets and the growth of the medium as a magnet for the eye and mind of America, the awakening interest in adult education, a crisis in the system of formal education and the reconstitution of the Ford Foundation as a national philanthropy.

The Foundation illustrates the role of the private philanthropy in American society. It invested heavily in educational television for its potential in helping to meet a national need. A philanthropic foundation has the freedom and the responsibility to attack problems that seem important, even if unexplored at the time. By its example, it can encourage the interest, ideas, and efforts of others.

Omnibus

One of the first Ford Foundation ventures was "Omnibus" an educational program over a commercial network. Beginning as an experiment to see if high-caliber adult, cultural television could compete for a

large and loyal audience on a commercial network, it proved a major success. It won forty major awards, and an average audience of twenty million viewers for each program. By 1957, the subsidy ended, and "Omnibus" has continued on commercial networks under other auspices.

To provide the material for stations, while reducing the cost for embryonic stations, the Educational Television and Radio Center was established. The Center took dated, unacceptable film, and made it material worthy of the label of educational television programming material. This "educational film" served to supplement the live broadcasts of the new stations.

ETV has proved itself as a powerful tool for teaching fundamentals. It is regarded as one of the many educational resources, along with school buildings and textbooks. It is a versatile instrument, only as successful as the imagination and ability of the people behind it.

Pups Nip Springfield 5-4, Lamporte Fans 10, 3rd Win

By DAVE SHEEHAN

The Uconn Husky Pups picked up their third consecutive win of the season yesterday as Lou Lamporte notched his third victory of the campaign. The final score was 5-4 as the Pups squeaked by Springfield College with an unearned run in the ninth inning.

Lamporte has received credit for all three of the Husky victories during their latest three-game streak. He has also been charged with both losses in the team's record. Lou went the distance against the visitors although at times it looked as though Coach Nick Rodis was going to replace him. Lou fanned ten but walked eight as his control was not as sharp as it usually is. He gave up six hits, three in the first three innings and three more in the last two.

Springfield's Mokrynska, who had lost a tough one to Holy Cross 2-1 and had not yielded

a hit until the sixth inning of that game, came in with better recommendations than he showed. He was wild from the first inning on and walked six while giving up eleven safeties to the Pup batters. His teammates did not back him up very well as they committed four errors.

The visitors got two hits in the top of the first but Jim Penders, who did a fine job of filling in behind the plate as he moved in from his second base spot when Doug Newton came down with the chicken box, nailed an intended base thief to squelch that rally. In their half of the first the Pups scored a run on one hit as Dom Perno scored when the second baseman booted Brian Kiniry's grounder.

A pair of force plays with the bases loaded in the second foiled what looked like a sure scoring opportunity for the Pups. The Gumbasts tied the score in the third with a pair of hits. It stayed that way until the Husky fifth when Kiniry sliced a triple to right scoring Bindi with a go-ahead run.

Some neat fielding and a continuous flow of strikeouts by Lamporte kept the Pups out of trouble for a couple of innings and kept the visitors' half of the scorebook looking like the minutes of a Ku Klux Klan meeting. In the sixth the Pups got two more on a pair of singles, including a bunt single by Lamporte, and Doug Gaffney's sliced double to left.

Lamporte continued to baffle the opposition through the seventh but ran into trouble in the eighth. He walked two men and Kiniry mislaid an apparently easy grounder to let in one run. Lou walked another and a force play, which was very nearly a double play, scored another run.

So it went into the ninth 4-3 in favor of the Uconn. Lou fanned the first man in the last inning for his tenth of the game, but the next two tagged him for a pair of singles, the first Springfield safeties since the third. A sacrifice fly tied the game before the side was retired as Stam tried to steal home and Penders nailed him.

Bondi led off the home half of the inning with a single and moved to second as Kiniry walked. Chuck Casano bunted and was safe as the catcher's throw to third was too late. Then with the sacks full Paul Watson hit into a force play, at home and Dorrie Jackson almost did likewise, but this time the throw to the plate was wide and Kiniry scored the winning tally.

The Pups' last game is tomorrow afternoon at Rhode Island.



AL BELANGER: One of the three Uconn moundsmen that will see action this afternoon, at 3:30, against Holy Cross. Other hurriers who will probably see action are Tony Przybylen and Dick Lenfest. (Uconn Photo).

Uconn Nine Hosts Holy Cross Today

The Husky Nine this afternoon plays host to the Crusaders from Holy Cross at 3:30 on Gardener Dow Field.

Boasting only a 5-5 record this season, the Crusaders have a team of seniors and sophomores. Going against the Uconn on the mound will be Gene Malinowski, one of the leading collegiate pitchers in New England. He is a righty standing 6'1" and weighing 200 lbs. The other half of the all senior battery is Jonny Allen.

The only other senior on the starting lineup for the Holy Cross nine is John Kulevich who will start in right field and bats lefty.

Six Sophs

The rest of the starting positions are filled by sophomores. On the initial sack will be a lefty Barry Tyne and at second will be a righty, Bill Prizio. Paul McAnis, another righty, rounds out the Crusader double-play combination at short and lefty, John Peterman, will be in the hot corner for the Crusaders.

Tony Cano will be in center and Al Snyder tops off the pasture crew in left field.

Close Losses

Three of the Cross losses have been by one run indicating that they are stronger than their record indicates. The

only common opponents that Uconn has with Holy Cross are AIC and Springfield. Both Uconn and Cross beat both of these, the Crusaders topping Springfield 8-1 and AIC 13-5.

Holy Cross was beaten twice by Dartmouth (1-0 and 6-2), Brown once (3-2), Providence once (8-4) and Harvard (4-3). On the plus side of the ledger the Crusaders topped Williams (7-1), AIC (13-5), Amherst (1-0), Springfield, (8-1), and Providence once (6-2).

Three Hurriers

Uconn Coach, J. O. Christian plans to go with three hurriers on the mound. They will be Dick Lenfest, Tony Przybylen, and Al Belanger. He is saving Joe Clement for the return game with Umass tomorrow.

Lenfest, Przybylen and Belanger will probably each see action for about three innings during the game as has been the case in the past when Christian has used several pitchers.

The rest of the Husky lineup will be the same as in the last few games. Tom Kopp will round out the Uconn battery behind the plate. He is one of the top batters of the Uconn team boasting an average in the .290's.

Bryce Roberts will be on the initial sack, Tony Attanasio will start at second, Rick Ginnetti at short and Dennis DeCarli will be on third rounding out the Uconn infield.

Outfield

Jim Bell, George Uhl, and Dom Mendence will start in the field for the Uconn. Mendence is the top batter on the team, hitting at a .339 clip.

The Husky team showed signs of coming out of its hitting slump at New Hampshire last weekend and the game today will test their ability. They will be facing a fine righty, one of the best in New England, which will give everyone interested a good indication of the Uconn chances in the New England playoffs and later in the series in Omaha should they win the berth.

Umass Tomorrow

Tomorrow the Uconn host Umass in a rescheduling of the game that was rained out Wednesday. This will be an all important game in the conference since if the Uconn emerge victorious they will almost assuredly clinch a win in the conference.

Saturday the Uconn host Rhodey in their last YanCon and first season game of the season.

Ump Rhubarb

The Sportsman

BY GEORGE VECSEY
AP Sports Writer

The umpire's life is not a happy one, could be the paraphrase of a famous line from Gilbert and Sullivan. For that matter, one might even add that a manager's life is not a happy one, either.

And when you get a manager and an umpire tangling out on the field, the combination can prove to be quite a spectacle, especially in these days of the angry young men.

Latest Outbreak

We are referring, of course, to the latest outbreak of exchanges between Manager Solly Hemus of the St. Louis Cardinals and Umpires Frank Dascoli and Frank Secory.

Hemus called the 2 arbiters-arrogant. He went on to say that you can't even talk to the 2 umpires without getting tossed out of the game.

Dascoli was quick to reply. He termed Hemus a bushy as a player and a bushy as a manager.

Durocher Kicks

Earlier this season, there was quite a scene between Coach Leo Durocher, an old hand at umpire-baiting, and Jocko Conlan. They participated in their famous kicking duel with neither one winding up with too much to their credit.

Sometimes, we think quite a few of the people connected with the national pastime are far too thin-skinned. And this comment applies not only to those out on the field but even to those in the front offices.

Certainly, an umpire isn't hired to take any abuse from players or managers. There is no reason why he has to take it. But it just seems in this corner that some of the old umpires managed to keep a firmer hand on the games and never allowed anything to get out of hand. Today, there are 4 umpires for every game which means the work is shared to a degree. Back in the earlier days, 2 and then 3 umpires managed to keep a tight check on the game and also managed to keep things speeded up.

Games Drag On

Today, the games seem to drag on and on with 5 minutes of action and then 5 minutes of wrangling; or changing pitchers or just merely standing around waiting for something to happen.

Certainly, Commissioner Ford Frick is well aware of the situation and has promised to study it. One way of speeding up things would be to get the managers and umpires together and suggest that fans go to the ball park to watch a ball game and not to view boring debates between non-participants. It might help bring some more customers through the turnstiles.

Field Grows

Another 3-year-old has been added to the starting field for Saturday's Preakness at Pimlico, Ben Weiner's "Orleans Dodge." That makes eight colts likely to go in the mile and three-sixteenths classic.

Kentucky Derby winner "Carry Back" remains a solid favorite for the \$150,000-added Preakness. Others in the probable field are Crozier, Dr. Miller, Globemaster, Sherluck, Hitting Away and Crimson Fury.

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1952 BUICK - Clean and in good running condition. Price \$800.00. Call PI 2-7719 after 5 pm.

AMAZINGLY low priced mobile home available. Little upkeep, low yearly expenses. Call GA 9-4870.

COCKTAIL dress size 14, worn once. Copper color chiffon. \$15. GA 9-4839.

1955 Chevrolet Belair Convertible. Power steering, brakes and windows. Hydromatic V-8 radio and heater. Good condition. Call Marty at GA 9-5445.

FOR RENT:

FOUR ROOM cottage, modern conveniences. Lake Chaffee, Ashford, Conn. Please call Rockville, TR 5-2514 between 9 A.M. and 4 P.M.

FURNISHED apartment in Mansfield Center, one available June 1st, one available September 1st. Call JIA 3-3521.

FURNISHED apartment for faculty member or graduate student available June 15. Within walking distance to University. Call GA 9-5381.

WANTED:

WAITERS wanted at Colt House for fall semester. Contact Hank Bennett immediately. GA 9-4609.

GIRLS: Receive a free pair of nylon stockings. For details write P.O. Box 144, Storrs, Conn.

LOST

LARGE reward for return of leather Pocket Secretary with initials J. E. B. on front. Contains various business credit cards and personal papers. Contact S. E. Blum, GA 9-5194.

GOYA M-22 Guitar in vicinity of Daleville Road, Mansfield. Reward. Contact D. Ketchum, GA 9-2200.

FOUND

GLASSES outside library Monday at 2 P.M. Contact CDC.

Delta Chi Tops Keglers

A series of roll-offs in the season. Marty Lillenthal was the big hope of the underdog PSK team. He was third in regular season play with a 162 per game average.

D.C. Wins Title

In the first game of the three game set Decarlo rolled a 202 and Dave Cosmini a 178 to lead DC but good teamwork on the part of Phi Sig (Frank Pulino, 180, Lillenthal, 172) gave PSK 779 total pins, the exact amount that DC had amassed. And so ensued a tie, one of the few to be recorded in the league.

In the second contest Decarlo was again the leader to his squad with a 167. Ron Rosenbaum was right behind him with a 165. For PSK it was Lillenthal again with a 179 and Bill Rader with a 168 but it was not enough to offset the team balance of DC and the totals of 784 to 765 favored Delta Chi.

So going into the last game the Phi Sigma Kappa boys knew that they had to win, and by plenty, if they were to pull off the upset of the year. But it was just not their night. In the last game Decarlo outdid himself with a terrific 222 game and Tom Barardi rolled a 182 as DC finished with an 849 game and a total pinfall

Meanwhile, the PSK boys, who had made a nice comeback at the end of the season, had their hands full as they just barely got by Alpha Sig and a tough Chi Phi squad to achieve the finals.

And so to the final contest: the Delta Chi squad was led by the number two bowler in the league, Jimmy Decarlo, who had a 163 average for the

season. Marty Lillenthal matched his 179 attempt again but didn't get much support from his teammates and the PSK boys went down to gallant defeat with a final game of 769 and a total of 2313, 99 pins shy of the victors.

Lillenthal's 530 triple was shadowed by the tremendous efforts of Jim Decarlo whose 391 triple game him an average for the night of 197.

That Wraps It Up

In the consolation game for third place Lambda Chi topped Chi Phi despite the fact that the Chi Phi team included in its lineup the top bowler in the league, John Heiser, with a 174 average for the season. Heiser also had the top game in league play as he rolled a great 254 in the last game of the year to put his team in the playoffs almost single-handedly.

And so the Kampus Keglers hang up their resin bags until the Fall when it is rumored that the leagues will be re-arranged. Congratulations to the Delta Chi squad and all the others who helped make this first season a successful one. Sheehan

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