

EAT AND RUN... continued from page 142

forty-five minutes. Punch the dough down. Turn out onto lightly floured board and form it into a ball. Place inverted bowl over the ball of dough and let rest at room temperature for thirty minutes. Meanwhile, mix together the yellow cornmeal and one-half cup unsifted flour. Divide the dough into twelve equal pieces; shape each into a ball. Roll in the cornmeal mixture. On a breadboard lightly dusted with cornmeal mixture, roll each ball out into a four-inch circle. Place circles on ungreased baking sheets. Bake in 450°F. (very hot) oven for five minutes. Bread will puff up, but it will not brown as it bakes. Lightly brown the tops by placing under hot broiler (450°F.) for about one-half minute. Makes twelve large flat rounds of bread. Freeze them to keep.

NEAR-EAST SALAD

4 MEDIUM SIZE TOMATOES
½ HEAD ICEBERG LETTUCE
¼ LB. FARMER'S CHEESE OR GREEK FETA,
COARSELY DICED
16 PITTED RIPE OLIVES
16 PITTED GREEN OLIVES
3 TABLESPOONS LEMON JUICE
8 TABLESPOONS OLIVE OIL
½ TEASPOON SALT
¼ TEASPOON PEPPER
¼ TEASPOON DRY MUSTARD

Cut tomatoes in wedges. Arrange on a bed of crisp lettuce leaves and top with cheese and olives. Combine the

remaining ingredients; drizzle over the salad. Let stand thirty minutes before serving. Serves four, with flair.

BISCUIT TORTONI

½ CUP MACAROONS, CRUMBLD AND SIFTED
1 EGG WHITE
1 CUP HEAVY CREAM
6 TABLESPOONS CONFECTIONERS' SUGAR
1 TEASPOON RUM EXTRACT
4 TEASPOONS TOASTED CHOPPED ALMONDS

Dry macaroons in oven at 250°F. (very slow) for twenty minutes. Crumble in a blender. Sift, measure and set aside. Beat egg white until stiff; reserve. Beat cream until it starts to peak, then add sugar gradually and continue beating until stiff. Fold in rum extract, egg white and macaroon crumbs. Put into pleated paper cups or small dessert dishes and top with chopped almonds. Freeze until firm (this usually takes about two hours). Serves four.

CAPPUCCINO

1½ CUPS WATER
8 LEVEL TEASPOONS INSTANT ESPRESSO
1½ CUPS MILK
SUGAR TO TASTE

Bring water to boil and stir in the espresso. Heat milk but don't boil. Put both in an electric blender and whip at high speed until frothy. Top with a sprinkle of nutmeg or whipped cream if desired. Let guests add sugar to suit individual taste. Serves four.

COEDUCATION... continued from page 115

every day, you don't hesitate to invite him to a dance. I just want to know a man in a natural way, not feel I have to travel fifty miles to see one. That overglamorizes the opposite sex."

This can work both ways. The "abnormal" atmosphere of a sexually segregated school caused John Platt, nineteen, to transfer from all-male Franklin and Marshall to newly "coordinated" Fordham. "I found the boys at F and M sexually immature," he said. "The attitudes of seniors toward girls really shocked me as a freshman. They didn't look on them as people. In the fraternity, one boy was a Peeping Tom. I hadn't considered doing that sort of thing since the second grade. A girl just couldn't get near the campus without causing comments and whistles. Here at Fordham you talk to girls as friends, not girl friends."

A Princeton University study of coeducation also deplored the fact that undergraduate contact with women was concentrated on big weekends. "As a result," it said, "some of the men are tempted to regard women chiefly as 'sex objects,' companions for entertainment only, not as fellow humans who are as intelligent, as sensitive, as curious and as courageous as themselves."

Similar thoughts were expressed by Jeffrey P. Smith, a Wesleyan University senior, writing in the *Wesleyan Alumnus*. "The present situation is not conducive to the development of natural boy-girl relationships," he said. "It would

be nice to have a friendly conversation with a girl without having to seduce her."

INTELLECTUAL. Like Sandra Fay of PMC, young women gain access to faculties and curriculums hitherto denied them: scholastic nuggets like Kenyon's strong creative writing courses, Fordham's prestigious Russian classes, Wesleyan's theater courses and Cal Tech's noted science studies.

Equally advantageous is the stimulus that comes from having male and female points of view in the same classroom. Says Leslie Hannafy, an eighteen-year-old sophomore at Thomas More-Fordham, who attended an all-girls preparatory school, "It's much more exciting to have boys in class. They're more aggressive and tend to ask questions. Girls aren't apt to challenge a teacher's statement, while here you're forced to compete with boys on their level intellectually, and you learn more."

Dr. Barbara Wells, dean of Thomas More, who previously taught political science at Mills College, an all-girls school, agrees with Leslie.

"My girls at Mills would settle for theory. They tended not to ask the hard questions. Here at Fordham boys will ask about Vietnam. For them, it's real. For girls, it's more theoretical. There's more intellectual crackle when both are in class. This is because a woman's way of looking at things is so different from a man's."

Interestingly enough, the coed revolution (continued on page 146)

Health music.

(Because everyone can't live in the country.)

No kidding, health music really works. Follow this logic:

You know, and your doctor will tell you, that being mentally up-tight all the time can make you physically ill.

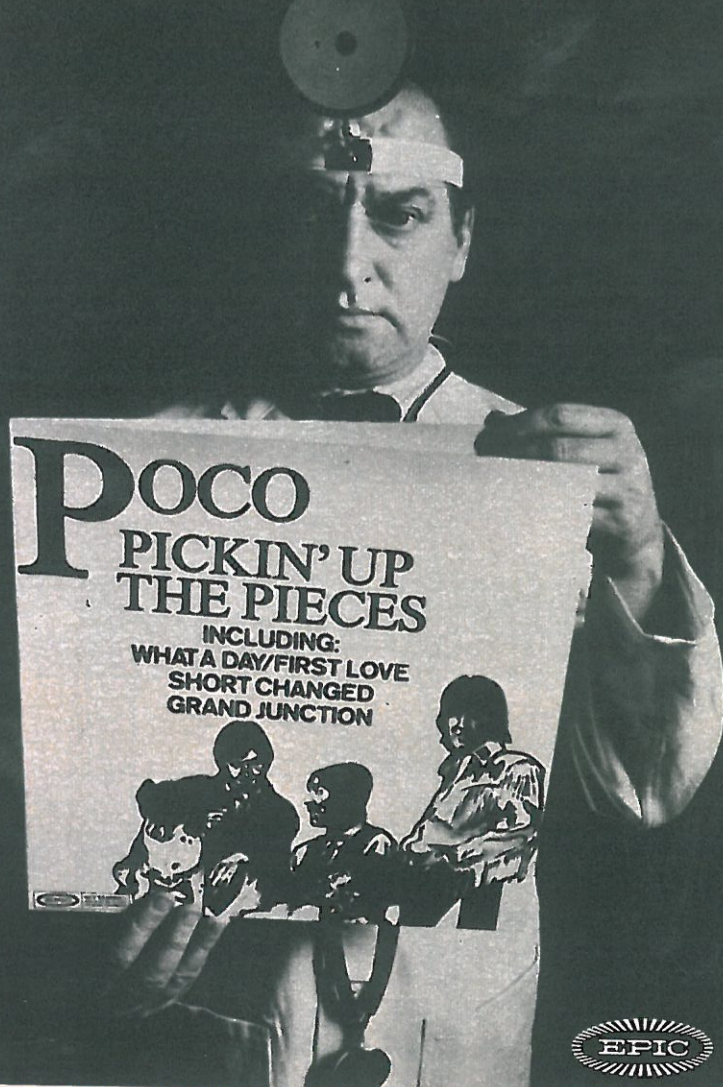
And when you feel sick you know, instinctively, that if you could get away from everyone—someplace where the air is clean and clear, and there are no chemicals in the water or soil, and you could eat fresh vegetables when you got hungry—you know you'd feel better. And you'd feel good, usually, instead of feeling crummy, usually.

And you know, because you grew up in an era of good music, that music can take you places. That it can move your mind and body.

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