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THE COLLEGE VOICE

Connecticut College's Weekly Newspaper

April 23, 1982

Vol. V, No. 16

Oakes Ames Is Alive and Well and Real PART TWO

By Michael Sladden

The Voice interview with President Ames continues this week. The President discusses his job (haberdasher), his travels (the chicken-dinner circuit), and his view of the controversy surrounding the Committee on Connecticut's Future (we're not just paying for coeducation twelve years later). If nothing else it becomes clear that the foundations for this year's events were laid as long ago as Dr. Ames' first years here. As he takes such a view, the long-view, of events in the College's growth, it is not surprising that the prospect of "reallocated resources" jeopardizing certain strengths is less threatening to him than to others. There is a great deal more tape from these interviews, and perhaps it can be printed in subsequent issues. Meantime, our thanks to the President for his time and candor.

—ed.



Michael Sladden

President of Connecticut College, Oakes Ames

Voice: What are the consequences in America of our progression toward a separation of the liberal arts tradition and 'utilitarian' education?
Ames: Well, I think liberal arts are extremely useful, I want to emphasize that, I think liberal arts education is

utilitarian. I know what you're saying, but I believe very strongly that the kind of thinking the history major does, for example, is very, very basic. You're trying to analyze a complex situation, to see what has happened... and you can't get an answer without first getting a great deal of facts. You have to weigh

them; you have to make judgments based on what you know. Sometimes the evidence isn't all there, and you have to make some inferences and suppositions... you have to test your suppositions. This is using one's mind in a very fundamental way, and I can't think of anything more utilitarian than that.

V: "Utilitarian education" creates technicians and liberal education national leaders. Do you agree with that?

A: I think so... if you did a proper study I think you'd find that students with a liberal education would be far ahead. It comes down to predicting what the world is going to be like. The people who have a liberal education as a foundation, and then move into specialization afterwards, are going to be far more adaptable. They're going to be able to see what the changes are, and

move out front with those changes, instead of following; perhaps even create some changes.

V: Why then is there an alienation of scholarship by the new Administration's policies?

A: That's a very complex question. In the '50's and '60's higher education was promising more than it could deliver. I think there may have been some disillusionment in the United States when people realized you weren't going to solve all the problems simply by pouring money into higher education. I think the situation is improving; there is a growing realization of its value; I think it's better today than in 1973 or '74. That may have been the low point.

I remember a cover of *Newsweek* magazine around that time. It showed two college students in caps and gowns, tearing up the street with jackhammers. A pretty strong message there. There's less uncertainty about it now than I felt back then.

V: You sense this among students here—less uncertainty?

A: (pauses)... Yes, I would say so.

V: Do you find the intimacy with students, class to class, that you'd like to, or does the job restrict that?

A: Well, it's an interesting job in that it's not a specialized one. It's a job for a generalist. There's the management of the College; working with faculty and staff; there's the public relations side to it. You're always covering a lot of bases...

V: Wearing a lot of hats...

A: Wearing a lot of hats, and changing them fast. I always wish to be spending more time on each of these parts. It's just the nature of the job. I'd really like to be able to spend more time with

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Nuclear Arms Buildup: Not the Answer to Our Needs

By Michael Schoenwald

"There is no flexibility," says William Hartung, "to put money into the military with the economic needs that we have now." Mr. Hartung, a Research Analyst for the Council on Economic Priorities, discussed the economic impact of military spending in the United States and in Connecticut during a lecture presented on April 13 in Hale Laboratory Auditorium.

The Reagan Administration, says Hartung, wants to spend \$1.6 trillion on nuclear arms in the next five years, the highest figure for arms development in peacetime history. This will mean \$20,000 in taxes for the average household, and will cause severe tradeoffs to occur between military spending and other areas of government aid for the country. Excluding trust or entitlement funds, fifty-four cents out of every dollar we spend is currently going to the military. At the end of the nuclear arms buildup this figure will increase to seventy-eight cents.

Hartung believes that "Human service cutbacks now are only the beginning." Sixty million more dollars in cuts to the basic needs of the people will reportedly be made by the new arms program, along with cuts to employment (unem-

ployment is now at ten percent, the highest level since World War II), and new housing.

According to Hartung, the long term effects of the buildup on the economy may be even worse. The Administration's new arms program is eliminating jobs, not creating them. Every billion dollars spent on M-X missile construction creates 55,000 jobs, while this same amount of money would create 79,000 jobs in mass transit and 120,000 jobs in day care occupations. Jobs will increase in the technical and engineering areas where unemployment at this time is very low. About one out of every five scientists and engineers are employed in military work today, a figure that to Mr. Hartung means "A decreasing quality of life because people dedicate themselves to destruction instead of solving other problems."

Higher defense spending, adds Mr. Hartung, comes at the expense of new investment. Weapons production shifts our factories and financing away from civilian pursuits, reducing innovation and investment in civilian technology which stifles economic growth and reduces the growth in production for the nation's economy as a whole. If there is

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CCF Task Force Meeting

By Lee Ann Christiano

Dormitory space utilization and extracurricular aspects of student life were the topics discussed at the CCF Task Force meeting that was held on Monday, April 12th. Present at the open meeting were faculty, staff, and students. Addressing six different issues, the Task Force divided into a series of subcommittees. The meeting was conducted by Ann Devlin, Professor of Psychology. Each issue was introduced separately followed by the possible solutions proposed by the Task Force. The issues were then open for discussion.

The first issue was that regarding faculty-student relations. "As a working hypothesis, many faculty members have seen a movement away from student-faculty interaction," stated Ms. Devlin. Assigning a faculty member to each dorm to act as a Dorm Associate is a possible means of extending the inter-

action of faculty and students outside of the classroom. The role of the Dorm Associate would be to have dinner in the dorm about once a month and to establish communication with a designated dorm resident, i.e. House Council VP, regarding dorm functions. If the Dorm Associate were also a student advisor, it was suggested that all of his or her advisees live in that same dorm. The job of Dorm Associate would also include greeting freshmen and their parents in September, attending dorm functions, and eating lunch in the dorms every couple of weeks. The program would be developed with the intention of establishing long-term faculty affiliation (more than one year) with a particular dorm. Also suggested was the need for a more flexible plan for faculty members to eat meals in the dorms. When the issue was opened for

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CCF Task Force Meeting

Continued from Page 1

discussion, Mr. Woody, Professor of Philosophy, asserted that at least one faculty member per dorm would be required to remedy the situation of "the age group ghetto". One student mentioned the problem of balancing formality and informality with such a program.

Dean Margaret Watson introduced the second issue of the housing system and the lottery. The question posed was whether changes in the current lottery system would encourage student pride and attachment in a dorm, in turn, reducing damage, vandalism, and overall carelessness. A change in the current lottery system was proposed as a possible solution. The change would mean that at the end of freshman year, all rising sophomores would enter the lottery. Rising juniors and seniors would have the option of entering the lottery or remaining in their present dorm. The choice of rooms however, would remain in a lottery system. When opened for discussion, the proposed solution was generally opposed by students for various reasons. One student suggested that such a housing system might be stifling, in that it would prevent students from meeting new people. Regarding the stigma about the plex, those students who spoke from experience about living there spoke favorably about the complex. According to Dean Watson, the plex is less favored now, but when it was first built, it was considered by students to be a more prestigious place to live.

The next issues presented were: 1. The use of dorm living rooms, mainly, what functions should dorm living rooms and other shared spaces serve, and how should these spaces be furnished; 2. How can dorm security be improved. As possible solutions regarding furnishings, the general student opinion expressed a need for basically two living room spaces in each dorm; a conventional living room for T.V. viewing and socializing, and a recreational room for various games, i.e. ping pong. Furniture, carpeting, and permanent overhead or wall fixtures would be purchased. A dorm resident (i.e. social chairperson or housefellow) would be in charge of pulling aside furniture and rolling up carpeting for parties.

Regarding dorm security, it was recognized that the present door-lock system is ineffective. To cut down on unauthorized persons entering dorms, the reinstatement of a bell-desk in dorm lobbies was suggested. The bell-desk system would be student operated, whereby students in that dorm would have rotating shifts at the desk. Students at the meeting asserted their strong belief that most students would not take such a responsibility without a personal incentive, specifically money. The need for a better dorm telephone system was also brought up, and it was brought to everyone's attention that phone prices are supposed to soar next year. Also mentioned was the problem faculty members have in trying to contact students on dorm phones.

Ms. Devlin introduced the issue of student interaction with the surrounding community and she addressed the issue by saying that a campus wide survey conducted during the Fall semester revealed that students have the desire to get off of campus frequently for various reasons: shopping, volunteer work, appointments, or just the need for a "change of scenery". As a possible solution, the College seems advised to purchase another van in addition to the one that it already has. This new van would be used by Volunteers in Community Service, and would be student-driven. Its schedule might include Friday

afternoon and Saturday trips to and from local shopping malls. It was also suggested that now is an opportune time to contact Crystal Mall developers who might be interested in contributing to the purchase of a new van. It was the general consensus of opinion of those present at the meeting that more public transportation is needed for Conn students.

The issue of all-campus party space was introduced by Ms. Devlin. Considering the structural limitations of Cro Main Lounge, the difficulty in rearranging furniture and cleaning up in Harris, and the aesthetic and acoustic problems in Hamilton basement, the question of where to hold all-campus parties was raised. Although it is clear that Hamilton basement is not a long-term solution, a student at the meeting expressed his opinion that as a student now, he feels "cheated, disgusted, and abhorred" with Hamilton basement parties. A possible long-term alternative involves the renovation of Cro Bowling Alley, turning it into the Cro Multi-Purpose Room. Dance would temporarily be moved to Cro Main Lounge. Steps involved in the renovation would be: 1. knocking down the wall between the bowling alley and the weight room; 2. raising the ceiling; and 3. putting windows in the north wall. After being opened up for discussion, it was mentioned by a staff member that many different factions are trying to get space in Cro and that this kind of move should be seriously considered. It was also suggested that a portable floor be used in the bowling alley for dance. The Dance Department was the group that expressed the greatest opposition to the renovation proposals, claiming that the Department of Dance has been shuffled around for too long and needs permanence. Regarding the portable floor, on behalf of the Dance Department, it was expressed that it is very difficult to keep changing floors. In response to the question of just what the actual problem of Cro Main Lounge's capacity is, the answer was that the Main Lounge is entirely safe for—that is, 200 people, making it obviously unsafe for all-campus parties.

Lastly, the issue of the campus master plan was raised. Regarding the use of the Old Palmer Library, the question was asked as to whether or not it should be made into a Humanities Center, composed of faculty offices and classrooms, or would it better serve the college community as a campus center containing the Book and Print Shops, Post Office, Faculty Lounge, classroom space on the top floor and offices in the stack section. Making Old Palmer Library into just a Humanities building as a long-term solution would be "utterly ludicrous", according to one faculty member. Also suggested was the idea of building a black-box theater in Old Palmer Library, to serve the Theater and Dance Departments.

The second part of the campus master plan concerned the location of the proposed athletic facility. Responses from the students were requested as to where they want the new athletic facility, next to the skating rink or behind Cro, where there are presently tennis courts. Most believed it should go near the hockey rink, where more parking space is available, and that having more than a hockey rink would draw more people down there. A reason cited for opposition to having the athletic facility next to the skating rink was the idea of separating students to too large of a degree. Also mentioned was the need for an overhang over Route 32, that would prevent people from having to cross it.

Freeman Fire and Search

By Linda Hughes

Faulty wiring in a hot pot combined with the accidental misuse of the appliance, resulted in a fire in Freeman dorm in March. Fortunately, the fire was contained to one room, and no one was injured in the blaze, but a substantial amount of damage did occur.

As of this writing, the walls have been repainted, and rugs have been cleaned. This summer, the floor will be redone and the furniture will be refinished. Water damage is causing the ceiling paint of the rooms below to peel and flake. According to MariJane Geiger, Director of Residence Halls, most of the damage that occurred is due to water, and not to the fire itself.

In the wake of the fire, the administration decided to conduct a search of all residence halls in an effort "to remove illegal heating and cooking equipment". Students were advised to remove any such items over spring break. The custodial team of each dorm was instructed to enter all rooms and check for illegal equipment. The extensiveness of the search varied greatly from dorm to dorm.

"It was a difficult operation to oversee and undertake," states Ms. Geiger. She noted that the custodians were very nervous about entering the rooms. They were reluctant to search because most feel "very protective of the students."

A total of 274 items were collected. Most of these were hot pots, popcorn poppers and toaster-ovens, but a few quartz heaters were removed also. Each item has been carefully labeled, and

secured in boxes. During exam week, a schedule will be set up for retrieval of equipment. Ms. Geiger says, "I don't want any of them. Please claim your equipment."

Some students are claiming that marijuana and drug paraphernalia were taken from their rooms in the course of the search. In response to this allegation, Ms. Geiger expressed surprise. "This is the first time I've heard anything about it. I can't imagine any of our people being involved." She stressed that the intention of the search was solely for the purposes declared to the student body. "It was not meant to be a personal search."

Alice Johnson, Dean of the College, furthered Ms. Geiger's statement. "Fire prevention is of major importance to the administration. We want to be able to assure personal safety in the residence halls." She wanted the community to know that the sprinkler system was operating during the fire. "Fire is such a scary thing because it can so easily get out of control. It is something that no one ever thinks will happen to them."

In an effort to prevent other fires, the administration is instituting a policy that will prohibit heating and cooking equipment. This fact will be clearly emphasized in all publications to future classes. MariJane Geiger admits that it will be very hard to enforce the new rules. She plans to set up efficient and secure cooking equipment in all commons rooms by next semester. The hope is that an attractive alternative will discourage the use of personal items.

LETTERS

To the Editor:

With all the talk about Cro Main Lounge and the questionable safety of its floor, etc. . . . it seems that we have been given only one alternative: to remake, as it were, the space by carpeting it and adding new furniture. That's fine, and comes with good intent, however, I really can't see the validity of creating yet another "commons room" or "living room" type space on this campus considering the minimal use which present dorm living rooms get—the afternoon soap opera crowd, and the occasional movie, news or sports event. There are ample number of TV sets on this campus, if indeed they all work, and I don't foresee the average Connecticut student planning to meet in the new lounge simply to chat.

I propose that the bar be moved from its present, undesirable location to the space upstairs deemed questionable for large campus parties. It is an ideal space. The area is a basic square which would afford optimum design opportunities and that great fireplace might finally get some use on cold winter nights. In good weather the balcony could be used—all in all making Cro-Bar into a somewhat more classy establishment.

Unfortunately, there will be outcries and excuses from all wings and interest groups on the campus, and of course

somebody will undoubtedly bring up the funding for such a venture, however, I really challenge anyone to come up with sound reasons for not implementing such a plan. Let the Alumni Office have the existing bar space if they need it, someone must. I think it's high time that we have a respectable, enjoyable and spacious bar at this school where students and faculty alike can go and have fun instead of the foolish let down of having to wait in long lines, like queuing up at the station, and then to find no chairs upon entering. Let's think about it.

—Jim Hardy '83

To the Editor:

I'd like to offer a formal apology to all those persons who applied late to Knowlton House last week. I am extremely sorry for having mentioned that you could turn in your applications on Friday, having forgotten the actual deadline. I realize that it would be hard for you to swallow the line: "Chalk it up as human error", since everyone was apparently so eager to live in Knowlton. But I appreciate at least your understanding that we housefellows are *not* infallible and that we can only hope to do our best. Again, I'm very sorry. Thank you.

—Fred Kauh
Knowlton Housefellow

REGISTER TO VOTE
for 1982 Elections
(Senator, Governor, Congressman)

April 27th and 28th
9-12—Post Office
3-5—Cro

—HUG A FLOWER—
Support Earth Day this Weekend
(plantings, clean-ups, new games)

Every Little Thing

THE COLLEGE VOICE

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The College Voice needs a new staff for next year. If you are able to read this, you can qualify. Positions are open for Editor-in-Chief, News Editor, Arts and Leisure Editor, Sports Editor, Off The Track Editor, Photography Editor, Business Manager, Art Editor—all kinds of jobs. If you are interested in becoming at all involved with next year's Voice, please drop a note in Box 1351 or come to a Voice meeting at 5:00 Sundays, second floor Cro.

Do Something—
Write for The College Voice

"Look... so what if you didn't get into grad school. So what if you don't have a job. Cheer up. The thing is not to spend the rest of your college career depressed because of the things you didn't do but, rather, to think about all the little things that are great about Conn College. Seriously."

"Oh, yeah?" I said skeptically. We were in Mr. G's on a Wednesday night, not doing much of anything. You never really plan on going out on Wednesday nights; there's just some force that pulls you to G's to drink beer and get depressed.

"Tell me," I asked my friend Bobby. "Here I am, facing unemployment for what looks like a long time to come... what are those 'little things' that made Conn College worth \$40,000?"

"Well," Bobby said. "How about during the end of Fall semester when tons of people were in Park watching the Grinch trying to steal Christmas. Fifty college kids cheering when the Grinch's heart grows and Cindy Lou who cuts the turkey..."

"Or when you walk back to dorm late one night and, before you go inside, you look to see what windows are lit up and there are these girls on the third floor with their lights on so, you figure you can go visit and have popcorn..."

"That was before they took the popcorn poppers away," I said.

"Whatever. And what are the other good things? How about walking from the post office to Fanning, saying hello to practically every person you pass. Or walking through Harkness green when no one else is around, just you and the sunset floating past the Chapel, and you feel like you own the place. Or helping a friend get through a major depression just by sitting with him for three hours, saying 'right, right' everytime he says something. You can't say these little acts of niceness aren't worth anything."

"They are, sure," I said. "But I came here for an education and, I don't know whether it's my fault or the school's, but I don't feel a whole lot brighter than I did when I was in high school. Tell me about some of the academic good moments, if there are any."

"Okay," Bobby said. "How about when you're studying something you never would have guessed you'd be taking a

course in, reading the book in the basement of the library when you find yourself thinking 'Not only am I reading and understanding this book, but I'm actually enjoying it.' Or when writing a paper you care about, confident that what you're writing is not bullshit, you write seven pages instead of five, worried more about getting your point across than impressing the professor. Or taking an English class with a professor who is so moved by books, whose whole life is literature, that he refers to the author of *Pride and Prejudice* always as Miss Austin, as if she was in the room and you were eavesdropping on a lover's conversation."

"It's getting late," I said. "How about summing up the best little moments at Conn?"

"The best little things at Conn are: being able to turn casual friendships with friends-of-a-friend into great ones just by visiting a couple of times; drinking a beer when you feel like you deserve one; sending flowers to strangers on Valentines Day; singing Beatles songs coming home from G's; seeing friends for the first time after summer break and, finally, ta-daaaah, the ultimate best 'little thing.'"

"Tell me," I asked. "What's the best 'little thing?'"

"Going into Cro on a crowded night when the song 'Every Little Thing She Does Is Magic' is playing, sitting at a good scoping table, looking at the people you're friends with or used to be friends with, seeing former loves and pseudo-loves, making fun of the people you always hated. Everyone's in their own cliques at their own tables in that big room, but everyone's kind of psyched for something to happen, and though you can't come close to pinpointing the reason, the people seem happy."

"I'm not saying that Conn College is a utopia; there's too much apathy; some students are morons, some professors bite, some classes are thoroughly pointless. BUT... sitting there at Cro, sipping your shake, looking around, you can't tell me that, if given the chance, you wouldn't do the whole thing over again."

"Yeah," I said. "Hell, yeah."

So we clinked our glasses in the dark of G's, a silent toast to everything about Conn that is good, even the things you never think about.

—A.A.

From The Belly of the Beast

—The Yale Daily News publishes "The Insiders' Guide to the Colleges," which you may have read when looking around; many people do. Including my high-school counselor, who referred to it as "this goddamn rag." They asked us to write ourselves up for the tenth edition. — Ed.

Connecticut College is, in brief, *not* the University of Connecticut. (Flip ahead if you want U-Conn.) This 'negative definition' established, Connecticut is a small liberal arts college with high academic standards and an excellent faculty, located on a hill overlooking New London and Long Island Sound.

The confusion isn't through comparison, but because Connecticut remains excluded from the limelight enjoyed by the Ivy League, and sister schools like Middlebury, Trinity, Smith or Bowdoin. Well into its second decade of coeducation (Connecticut College for Women until 1969), Connecticut finds itself one of the few to make the switch successfully. The forty-sixty men to women ratio has not sacrificed academic standards, and has pumped up school spirit, largely due to an explosion of athletics-mindedness, and the prospect of increased alumni participation.

Like its counterparts, Connecticut will have to contend with a declining applicant pool in the Eighties. But its number of applicants is up sharply this year, and the College had initiated a two-fisted self-study and thirty million-dollar capital campaign. Founded in 1911, we're too young and leanly endowed to ride out the predicted storm the way the Ivies can; in fact Connecticut is planning expansion of the insufficient quantitative disciplines and it's already well known creative arts programs, to beat its competition to the best candidates. In short, Connecticut feels it has everything going for it except a fat endowment, and intends to double that.

Academics are stressed, and the Plan for General Education, whose requirements the student must complete by sophomore year, forms a rigorous liberal arts background with which the major may integrate his intensive studies.

Writing proficiency is central to the freshman requirements, and with positive results.

Outstanding departments include Dance, Chinese, History, Botany (the College maintains a 415-acre arboretum), Studio Art, Art History, Child Development and Philosophy. For a small school, there is a notable, large course selection per department. Class sizes remain small (12-40). Most upper-level courses are enrollment limited, and facilitate a traditionally strong student-faculty interaction. Many students complain of poor social interaction with faculty, though their "9-to-5" image is fading. Some lasting friendships are always made.

Student life revolves around the campus generally (fewer than ten percent live "off"), and as there are no fraternities or sororities, dorm allegiance becomes primary: who plays the best football, throws the best parties, etc. Dorms are

coeducational, and a single room is guaranteed after freshman year. Abbey House is a cooperative, and Knowlton is a luxurious perk for foreign language students.

As for the kind of student one finds here, there is considerable diversity. Though the majority come from New York, Connecticut, Massachusetts and New Jersey, the preppy label doesn't uniformly apply, and like every other microcosm, Connecticut renders labels ridiculous. The only generality worth mentioning is that students on the whole work and play hard. Some of them specialize in one or the other. The energy level is very high, and that creates a kind of camaraderie itself.

This energy has found one outlet in varsity and club athletics. Connecticut now boasts high-ranking ECAC teams; most notable are soccer, lacrosse, girls' field hockey, gymnastics, and varsity sailing (ranked top twenty nationally). Club enthusiasts have a full range to choose from, and the planned addition of a four-million dollar field house to complement the new ice arena will be all-campus oriented.

Students enjoy a unique control over their own administration. Seniors are appointed to run the dorms, the student government budgets all our money, and a student judiciary board tries to maintain the integrity of Connecticut's honor system. There are two newspapers, and a radio station which plans to go up in power to 100 watts, giving it a community-wide listenership.

New London, Connecticut is not St. Tropez, but the weather is 100% New England, and often beautiful. As a medium-size city, it provides Conn College students with enough poverty to be interesting, but is enough down the hill not to hinder the introverts. New York and Boston are equidistant north and south; central Vermont is three and a half hours away, for the skiers; Long Island Sound and Stonington are right there, for the sailors.

The obligatory sentence on drugs: Connecticut is about average; if you want them, no problem... pay up; if you don't, same deal.

The College may sometimes suffer from a lazy student body when it comes to Administration showdowns. But use of the word 'apathy' to describe this phenomenon has ceased, and the general feeling is that students want to spend their time either working or playing, not hassling with College politics. If Connecticut has any serious fault it is that this *laissez-etre* attitude translates into half-hearted resistance to obviously incorrect moves, e.g. the recent abandonment of campus-wide course evaluations.

A valid concern five years ago, that graduates would forget about Connecticut, is being shown groundless. This is perhaps a sign that the quality of each class improves by Connecticut's aggressive bid for quality people. See the New York Times' college review for a synthesis of student polls.

—M.S.

Mixed Success

By Julia Stahlgren

Previewing *Prisms of Dance I* explained the title of the concert in terms of many faces, and many colors. In review, *Prisms of Dance* reminds me of looking at a cube drawing and alternating between seeing its depth protrude forward or recede backwards. The cube drawings, for example, is an instance in which one's perception changes leaving you with a different image and response. I keep shifting between two attitudes towards *Prisms of Dance*. I smile and applaud it as a product of unconditional, fresh enthusiasm, and as a breeding ground for supportive community feelings. But I also think the quality of the Dance Club Concerts has gone down, and I have certain fundamental criticisms which are hard to communicate if the concert is to be an opportunity for anyone to choreograph and perform anything. One of my perspectives is more tolerant than the other.

Both nights that I went to the *Prisms of Dance I* was overwhelmed by the generosity of both the people who had produced the concert and the people in the audience. It takes a great deal of courage and initiative to put a dance piece together for an audience. Many of the pieces reminded me of a scene or project so many of us fantasize about living, experiencing, but never talk about, much less do—not because the fantasy is something to be ashamed of, but because our imaginations are among our most vulnerable dimensions. It is scary to reveal them. Performing is a fantasy I truly believe we all have at least once. Even professional performers devote a good deal of time imagining both the best and the worst possible performance experience. Dance Club

Concerts always present lots of new faces and bodies—new to the stage, that is. Many of the dancers in this concert have not been molded by experience into a polished, reserved professionalism which establishes a certain amount of distance between performers and audience. The thrill of dancing on stage for an audience was laid bare in dozens of really smiling faces. There was a sense of childlike experimentation and abandon which takes a lot of courage for adults to display, especially to a huge group. I do not say that condescendingly at all; it was simply a very different atmosphere and mood than exists at most other performances here and one that is appealing.

The Dance Club audiences always strike me as being tremendously generous with their enthusiasm also. As more and more people have gotten involved in the performances, the audiences have also expanded. Lines to buy tickets ooze down the hall toward WCNI in Cro. Dance Club Concerts, like other student-organized productions, and like Homecoming soccer games, and Floralia, are events during which I feel this campus is a true community. There is a blanket of commitment, and interest, and support which makes it safe to take chances. The number of people who attend the concerts, and their boisterous applause are both encouraging rather than judgmental.

The fantasies shared and the chances taken, the excitement with which they were received made "Prisms of Dance" a valuable happening. From that viewpoint every one of the 18 dances had a right and a reason to be there, and I think that Dance Club should forge ahead being just what it is. But, I



Steve Wilkins in "Some Day My Princes will come"

Jake Handelman

have this other opinion that Dance Club needs some guidelines and direction. "Prisms of Dance" presented some interesting well-prepared material. "Tuxedo Junction", a smooth, suave, delicate tap dance choreographed by Beth Rubenstein, showed charm and dexterity without ostentation; "Night Queen" choreographed by Tina Riedel was skillful in character, show dance. The dancers and the movement sparkled with wit and dark melodrama. "Swingtime" choreographed by Claudia Kontz was sharp, yet loose, smart, and breathy; "Proporzioni Corpo Umano" was a fascinating, chilly piece centered on a video project. Choreography and video by Drew Sanders, it had a driven, programmed quality which was arresting. It was a sensory overload; a mirror of society; Stephen Pelton's solo, "The Wolf That Lives in Lindsay" was intriguing. His movement was strong, knotted, gnarled, and desperate. His performance was riveting; "TRV-GM 2198" was creepy and threatening. A futuristic, robotic piece choreographed

Continued on Page 5

Art and Dance Departments

By Lisa Mintz and Maria Wyckoff

The Art and Dance Departments are two of Conn's finest. Art major Tom Proulx, '82, and Lee Mazzamurro, a senior Dance major, both feel that they have benefited a great deal from their respective departments.

Proulx, the head of the Art Department Advisory Board, feels that the major strength of his department is its faculty. Says Proulx: "They are very knowledgeable, dedicated, concerned, personable, and they encourage you to do your work as best as it can be done."

The facilities in Cummings Art Center, including floor space, lighting, and studio space "are great," says Proulx.

There are, consequently, only few weaknesses in the department. However, says Proulx, "The course offerings could be broader, and the graphics department could be better. Although the limited facilities and funds are weaknesses, it is not the Art Department's fault."

Giving its students a great deal of freedom is a primary characteristic of the Art Department. The department, according to Proulx, "allows you to choose an emphasis. They're pretty tolerant of whatever it is you want to do. You make your own decisions and decide what is best for you."

Possible upcoming budget cuts may be manifested in the Art Department in the form of faculty reductions, which would be, says Proulx, "a complete and utter shame. Now, its as small as it can be to still be a complete and dynamic department. Cuts will lessen the diversity... thus limiting students in how far they can go."

Proulx advises potential majors to "appreciate the faculty and tap them for their resources."

Connecticut College has always been noted for its strong Dance Department. Despite the change to co-education, and the loss of the American Dance Festival during the summer, Conn is still one of the few liberal arts colleges to offer a majors program in dance. Current senior dance major, Lee Mazzamurro, allows us to view the department from the inside.

Mazzamurro's attitude towards the organization and opportunities of the department is very enthusiastic. Among the department's good points is its ability to bring in guest artists to teach from New York City. They have had teachers such as Sharon Kinney of Paul Taylor Dance Company, and Fred Benjamin who has worked on

Broadway. The program is set up to enable students to experience different styles of dance, not just one technique. "The diversity is just incredible," says Mazzamurro.

Consistent with many of the other departments at Conn, the Dance Department makes a conscious effort to give as much individual attention to students as possible. They try to promote teacher-student communication. "It is a very caring department. They give individual attention on both a personal and professional level," says Mazzamurro.

When asked about problems of weaknesses in the department, Mazzamurro explained a bit more about the communicational nature of the department. "If there are problems," says Mazzamurro, "they are really open to what we have to say." The Student Advisory Committee, of which she is co-chairman, takes an active position alongside the faculty in running the show.

Underneath all this enthusiastic energy there are still a few technical difficulties. "One studio isn't enough." Although the "alley" in Cro and the other studio in Thames have been furnished with makeshift floors, the department really needs more space. The floor in the East Studio is only temporary, but Mazzamurro thinks that if cuts are made in the school budget, the floor they were promised may never be constructed. Their "temporary" floor with a concrete foundation beneath it, may become permanent.

Mazzamurro came here as a dance major her freshman year, and seems to have no regrets about her four years working with the department. "It is exactly what I wanted. It is a lot of hard work, but if you budget your time you'll be okay. The department has a lot to offer aside from just technique classes: improvisation workshops, chances to teach, opportunities to perform, choreograph and produce. I can honestly say that I've gotten full benefit."

A dance major is very time demanding, and for that reason Mazzamurro says, "You have to love it!" She warns: "It is the people who do it half way that are unhappy with it." Advice she would give to future majors would be to use what the department has to offer. She stresses that the way to benefit most is to "Allow people to influence you, and use the people who come here. Don't come here with the thought of being a tool; this is a place to grow."

Eclipse Weekender

By Lisa Mintz

As part of the Eclipse Weekend VII activities, actress Jennifer Cover, presented an inspiring one-woman show of poetry, drama, music and mime. Through a series of poems, Ms. Cover dramatized childhood, growth, birth, religion, war, death, and Black heritage. Accompaniment by Dr. Wardell Payne, a pianist and bass vocalist (who also happens to be her husband), added musical and vocal interludes between many of the poems.

Ms. Cover's deep, rich voice filled the auditorium and captured the entire audience's attention. The poems, written by various poets, were a combination of

humorous and serious works. Ms. Cover's expressive face and gift for the drama allowed her to hold the theater's full attention for over an hour, despite the fact that she was solo.

The poetry and songs of the performance provoked a collage of emotion and thought. The concert stimulated tears and laughter, and spoke of the lives of the slaves, giving inspiration for a "race of strength." Unity, Conn's minority organization, and Genesis, a similar group at the U.S. Coast Guard Academy, were very lucky to have the opportunity to host such a talented woman.

Boston Camerata

By Eric F. Jacobson

After quickly rescheduling its April 6 concert, which was postponed because of a tardy snowstorm, the Boston Camerata appeared Monday, April 12. A challenging all J.S. Bach program was presented to an unfortunately small audience. Founded in 1954, the Camerata consists of fourteen vocalists and eight instrumentalists, performing on original style instruments, currently under the direction of Joel Cohen.

One of the high points of the first half of the concert was the motet *Singet dem Herrn ein neues Lied* (Sing to the Lord a new song) BWV 225, for double chorus and continuo. Bach composed the difficult motet in homage to the masters of the Venetian school (i.e. Gabrieli, Praetorius, Schutz). A fine sense of ensemble and sensitivity was a constant

factor. The cantata *Ach Gott, wie manches Herzeleid* (O God, how many sorrows) BMV 58 followed in succession. Composed for bass and soprano soloists, this cantata is in the form of a dialogue. Although finely done, Palmer Auditorium seems too large for the light sonorities of Bach's chamber music.

Gottes Zeit ist die allerbeste Zeit (God's own time is forever more the best) BMV 106, which alone is worth the price of admission, completed the program. Bach's funeral cantata is an uplifting and profound composition. In it, the devoutness of Bach is fully evident and overcomes the listener. David Ripley and Nancy Armstrong, bass and soprano soloists, both contributed sensitive performances. Overall the musicality and enthusiasm of the group was impressive; they are indeed worthy of their reputation.

Dance Club Concert

Continued from Page 4

by Gail Georgeson and Tony Pace, was pointed, angular, and cold. These pieces I felt gave me something I could respond and react to, where as most of the other dances I simply looked at.

The rest of the concert was a conglomeration of mediocre and poor choreography, and performances by a vast range of people at varying technical levels. The element of variety of experience makes it difficult to know at what level to approach the concert critically. But some general fundamental problems I saw in the concert, apply to the majority of pieces, whether choreographed and performed by experienced or beginning dancers.

Spatially, the concert was dull. Horizontal lines and directions dominated repeatedly with practically no curves. There was more use of level changes in this concert than the last which gave some dimension to the way space was carved. Musically and rhythmically, most of the pieces were exhaustingly predictable. Even beats in the music and strict adherence to those beats in the movement made for an over-riding monotony during large portions of the concert. Overall, I saw many cliches in theme, rather than fresh, individual material.

The energy and fun which seem so free at Dance Club concerts are contagious feelings. I suspect many people are inspired to choreograph just by attending a performance. But choreography is not simply a matter of putting together some steps to a favorite piece of music, just as composing is not merely drawing notes on a treble clef. I am not suggesting that Dance Club become an elite group of dancers who choreograph and dance up a perfect storm. I think *everyone* should have the chance to try out his or her movement potentials, but I also think it would be beneficial to establish some guidelines within the club. Perhaps the club could organize workshops where experienced choreographers, both students and teachers, could talk about the choreographic process—simply offer some pointers. Perhaps the Club could adopt a faculty or student advisor who could view the pieces a few weeks before the concert and give some constructive criticism. This kind of addition to the project could only help, and would not threaten anyone's chances or opportunities.

These are my two perspectives. Neither one cancels out the other. Congratulations and thanks to everyone involved in "Prisms."

Mr. Little's Solar House

By Cara Esparo

Developing an energy consciousness is the key to economical energy use, and effective energy conservation. It is the job of Mr. Don Little, the Director of Physical Plant, to stimulate and maintain our energy awareness here at Connecticut College. But Mr. Little has taken his job off campus. He has designed his own home, applying the sunny innovation of passive solar heating.

Passive solar heating might be termed "the greenhouse effect." It is unlike conventional solar heating in that it is not transferred into water. The sun's heat is absorbed directly through a room of windows, spanning the entire width of the southside of the house. For maximum absorption, the floor is covered with a foot-thick layer of crushed rock, while the walls are lined with sheetrock and painted black. Sliding glass doors on the first floor, and large windows on the second floor allow natural convection currents to carry the heat throughout the house.

"The first thing you do is minimize heat loss," said Mr. Little, "then you maximize heat gain." This point was stressed with great concern, for conser-

vation efforts in a home improperly insulated will prove futile. The Little house is complete with fiberglass insulation, curtains made from material similar to hunter's blankets, and no windows on the north side. From October through January of this past winter, Mr. Little paid only \$70.00 in heating costs.

"OPEC has done us a great favor", Mr. Little smiled. For it was the Arab oil embargo which provoked his energy consciousness into action, as it has done for millions of Americans. All it takes is "an awareness of the sun," Little sighed. Even here on campus solar buildings already exist if we know how to look for them. "The Dance Department studio is the biggest solar collector on campus," Little said emphatically. The large southside windows and black floor are ideal for a primitive form of passive solar heating. A fan has been installed to circulate the heat into the gym, offering great economy.

After a decade of hard work, Connecticut College is beginning to reap the benefits of a persistent effort toward energy conservation. "We have a good record," Little assured, "but we're not at the end."

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Men's Lacrosse: 4-0

By Aron Abrams

The men's Lacrosse team is undefeated. The 1982 version of the team is filled with fine performers; the season is expected to continue as well as it started.

The Camels won their first game of the season against W.P.I. The men from New London beat the opponents with a score of 21-8. Freshman Carlos DelCristo was one of the stars of the game with 4 goals and 4 assists. Dave Krakow also did well for himself; 5 goals, 2 assists. Goalie Bill Charbonneau had 20 saves during that game.

Nichols was next on the list, and they were whopped 23-5. Again, DelCristo and Krakow showed the winning spirit by contributing, respectively, 6 and 4 goals; Krakow also had 4 assists. Hunter Brawley and Andy Obstler each gave 1 goal and 2 assist. And Chris Harford tossed in 2 goals and 2 assists.

The Camels then beat University of Hartford 9-7. Brawley was good for 2 goals; Harford scored once and gave 5 assists. Jim Scoones led the defense; Charbonneau was again very good in the goal with 21 saves.

As great as these wins were, the 12-9

defeat of Bates was the early-season caper. Bates College had not been beaten by Conn. for 3 years. The leading scorers were Krakow, again, and Ken Dalsheimer, who had 4 goals each, Robin Brown had one goal and one assist. Harford contributed 6 assists. According to Coach Fran Shields, Scoones, Dan Soane, Dave Rabbino and Bob Gibb did "a super job on defense."

The 1982 Men's Lacrosse Team, led by Tri-Captains Bob Gibb, Robin Brown and Tod Rutstein, has a number of stars. Dave Krakow, with 16 goals and 8 assists, is third in the nation in both points and goals. Carlos DelCristo, with 14 goals in only 4 games, is fifth in the nation in goal scoring; Goalie Bill Charbonneau, who allowed only 25 goals and made 73 saves, is tops among Division 3 goaltenders with a save percentage of .761. Finally, Renaissance man Chris Harford has managed to take time from being a punk rocker and a cartoonist to lead the nation in assists with an average of 4 per game.

The Camels will have two home games this weekend. They will play Brandeis on Saturday at 2:00; Amherst on Sunday at 2:00. Viewers are urged to watch the winning trend continue.



Frosh defensive star Jon Scoones taking ball from Hartford's leading scorer Dave Steuck. Andy Obstler (20) looks on.

Virginia Pasternak



Virginia Pasternak

Tri-captain Robin Brown clears the way for Lee McLaren (6) to scoop groundball in 9-7 win over Hartford.

By Stephanie M. Taylor

On Thursday afternoon (April 15), the Conn College women's varsity lacrosse team played a fine game against Amherst on Harkness Field. The game ended in a tie (9 - all), but several of the Camels played a fine game.

Outstanding were Leila Cleaves, a freshman, who scored the first, fourth and sixth goals; Sally Peters, who scored the fifth goal, and finally Jane McKee, a sophomore, who scored the third, sixth, and the ninth goal, which was the final goal scored by our team. Amherst

provided Conn with some tough competition in an even match.

Members of this year's women's varsity lacrosse team are Leila Cleaves, Priscilla Tolard, Susan Baldwin, Jane McKee, Ebit Spears, Ann Norton, Caroline Shepard, Alice Elsbree, Sarah Newhall, Amy Evoy, Kathleen Feeney, and the goalie, Sarah Coughlin. The subs and Sally Peters, Rosemary Battles, Calie White, Amy Henry, and Lindsey Cook. They are a strong, dedicated team, and have the potential for a good season.

Crew News

By Elizabeth Greene

Unusual April weather hindered the ideal outdoor training of many Spring sports teams at Conn College. Despite the lack of water time, Conn's crews headed to Worcester with their spirits high, ready to meet their opponents in the third race of the season.

Once the boats were rigged at the snowy Lake Quinsigamond, the team cheered off the first race of the day, the men's heavyweight four. These five men, coxswain included, set the pace for Conn and had a lead of several boat lengths on W.P.I. at the finish. The next

three men's races continued the winning trend with the men's freshman eight beating Williams by over 45 seconds and the varsity four downing W.P.I. by over 20 seconds. The last men's race included Conn, Williams and W.P.I., and proved to be a more exciting, closer race between Conn and W.P.I. Conn out-pulled W.P.I. by a three second edge, leaving Williams in their wake by a twenty second margin. All the Conn men did an excellent job and were able to walk away with a clean sweep for the day.

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Sailing Team

By Steve Lau

The Connecticut College Sailing Team has started the spring season with some disappointing results. They encountered some problems in the qualifying rounds of the New England Team Racing Championships, held at the Coast Guard Academy on April 16th. Top collegiate sailing schools: B.U., URI and Harvard were present along with Stonehill and the Coast Guard. The top four teams qualify for the finals. Conn barely qualified for the championships, beating the CGA in the fifth and deciding race for the final fourth spot.

Team racing is a different dimension of sailboat racing. Each team has three boats and the object is to finish the race with a winning combination. For example, a team finishing 2-3-4 would beat their opponent who placed 1-5-6 (9-12). Therefore, the team attempts to place their boats in winning combinations to win with a low score. Placing team boats in winning combinations involves careful tactics and team communication. Getting first place does not always assure a team of a winning combo so if a teammate is behind and getting covered it is sometimes more advantageous to drop back and help him out. Covering and breaking cover are important aspects of team racing. Covering an opponent allows you to control him and prevents him from moving up in the race. Therefore, upwind and downwind there are tacking and jibbing duals to maintain or break a controlling cover.

The weather was overcast with gusting winds coming out of the southeast at about 15 knots. In the first race Conn was paired against a strong B.U. team. At the start, Conn was closely covered by BU. Rounding the windward mark, BU had positions 1-2-5 and Conn was 3-4-6. BU was controlling Conn fairly well and the positions remained the same until the beat to the finish. In the final beat, Todd Berman caught BU's second place boat and covered him. It was close at the finish but Conn lost with finishes of 2-3-6, (BU 10 - Conn 11).

In the second race, Conn sailed against Stonehill. The start was close but Conn contained the Stonehill team and rounded the first mark 1-2-3. Conn maintained their position throughout the

remainder of the race and beat Stonehill. (Conn 6 - Stonehill 15).

After their win over Stonehill, Conn came out sailing aggressively against URI. They had some luck at the start, when a URI boat was over the line early and was forced to restart. Up to the first mark there were intense tacking duals between Conn and URI boats in their attempts to maintain and break their opponents' cover. Around the mark it was tight with URI in positions 1-4-5 and Conn in 2-3-6. However, at the reaching mark, Conn came into some bad luck, when third place John Harvey fell into the water after his hicking straps came undone. Despite his spill, Harvey had a fine recovery and was still in the race. Positions changed around the last mark with Conn in 1-4-6. Going up to the finish, Conn made some tactical errors in trying to get a winning combination. With Berman in first, all they needed was a finish of 4-5 to beat URI's possible finish of 2-3-6. But the 5th place URI boat escaped the cover of Conn's 4th place boat and prevented Conn's 6th place boat from moving up into 5th position. At the tightly contested finish it was URI on top with 1-3-5 and Conn 2-4-6. (URI 9 - Conn 12).

Matters did not improve in the fourth race against Harvard. Conn was skillfully controlled by Harvard and the race ended with Harvard 1-2-3 and Conn 4-5-6. (Harvard 6 - Conn 15).

In the last race against CGA, Conn had to win in order to get the fourth spot of the qualifying teams. Both Conn and Coast Guard had won a race each and each team needed another one to qualify. (Stonehill did not win a race, so was out of contention). Conn came out on top with 1-2-5 in a close match and got the final qualifying berth for the New England Team Racing Championships.

Despite qualifying, Conn sailed a mediocre race. The team attributed their performance to lack of boat speed and most importantly, team racing knowledge. The more experienced teams of BU, URI and Harvard dominated the series. With other conflicting regattas, there is some question as to whether Conn will compete in the Championships.

Mystery Photo



Matthew Scudder and Will Stenger

Can you tell where this campus photograph was taken from? If so call 444-9796. Winners will be published in next week's issue. Jeff Haus won last week.

Nukes: Not the Answer

Continued from Page 1

no money for investment, goods will not be produced cheaply and their costs can only go up.

How do we escape from this predicament? One way, says Hartung, would be to put the money labeled for defense spending into an area such as energy conservation. Hartung feels that if new sources of energy were discovered then perhaps the United States would not have to spend \$34 billion in ten years on M-X missiles designed to protect the oil fields of another country. Hartung also feels that the citizens of the United States must also support members of Congress who oppose a buildup of arms because the companies that build the nuclear weapons systems surely will not give in to a freeze in production very easily.

But here the essential question arises. What would a freeze in nuclear arms production do to the economy of a state such as Connecticut, five percent of whose work force is dependent on military spending? According to

Hartung, the effects would obviously not be positive, but cuts could be made if the producing industries had programs that could convert their equipment to the manufacture of goods on the same kind of physical scale as that of nuclear weapons. Skills of workers and management personnel, for example, are comparable to those of the same individuals who work in industries such as solar energy and mass transportation. The government could give temporary support to companies and communities which rely on the production of nuclear weapons to ease the transition to more civilian-oriented industries.

It is clear that if we put \$1.6 trillion into military concerns then our economy will never recover. Not only will the standard of living go down, but more and more people will depend on increasing world tensions for their livelihoods. In the end we may have the largest nuclear stockpile in the world, but no "butter" to back up these "guns."

Crew News

Continued from Page 6

The women's races were alternated with the men's races throughout the day. The Conn women faced the stiff competition of Boston University and Williams. In the novice A race, B.U. was late getting to the start so Conn had a one on one race with Williams. The Camels outpulled Williams' first year rowers and won by a comfortable seven second margin. The novice B boat was not as lucky and finished behind B.U. and W.P.I.

The junior varsity and varsity women's crews pulled the same results. Both of Conn's experienced crews followed B.U., the second ranked eastern school in division 1, to the finish line. The 18 Camel oarswomen had solid rows and came away beating Williams by over 10 seconds in both races. This year the race was definitely a battle between Conn and B.U. rather than a race between Conn and Williams, as it had been in the past.

One week later the crews trekked back to Worcester, minus the snow, to race the Coast Guard and Holy Cross. The water conditions were choppy, however most of Conn's crews mastered it better than their competitors.

The women's novice A and B boats were the first to battle the surf. The Conn A boat had an easy win over the Coast Guard by 23 seconds and they attained an even wider margin on Holy Cross. The B boat did not fare as well, having problems at the start that the officials of the race later apologized for. All the novices are full of spunk and enthusiasm as they look forward to racing fast Brown crews on the 18th on home turf.

The women's varsity and j.v. eights

combined their races, as did the novices, because the Holy Cross and CGA teams did not have j.v. crews. The water had white caps at this point and all crews had to row at lower stroke ratings. The varsity eight had an easy length on the CGA after 20 strokes into the race. At the finish of the 2000 meter course, Conn had a time of 9:14, 51 seconds over the women across the street. A varsity member summed up the general feelings of her boat, "the conditions were rotten, but we had a long and strong row." The j.v. boat had a fast start and were in front of the CGA varsity boat as well, however under the conditions they could not keep up with the CGA pace. The stroke of the j.v. boat, Kathy Lynnes, felt that the race was not indicative of the crew's capabilities. "We can row better and we will... against Brown and everyone else."

The men's varsity eight raced Holy Cross and from the shore it looked like an effortless race for the Conn men. The Conn men had a clean 34 seconds over the Cross and Sr. Dan Judsen said with a grin, "We did not beat them, we humiliated them." The men's varsity four finished behind Holy Cross and hope for better conditions next weekend against Trinity and Wesleyan.

The novice men followed the varsity eight men's tradition and whipped right through Holy Cross with a 20 second lead on their opponents. Overall, Conn's crews are very strong this year in strength and number. This year's crew has 11 seniors, 5 juniors, 17 sophomores and 33 freshmen. The whole team will face Trinity and Wesleyan on the 24th, let's hope the Camels show them all who is the #1 Connecticut school!

Oakes Ames

Continued from Page 1

students, and get a better sense of what's on their minds... about the College, about their futures, the country. I'd like to spend more time talking to the faculty.

V: *When you're out on the 'banquet trail'...*

A: The chicken dinner circuit...

V: *Speakers like that I've seen carry the aura of a reporter just back from the front. Do you say I've been speaking with faculty and students...*

A: Well I have been, even if not as much as I'd like to be. When you're talking to a group of people less in touch than we are, you want to bring them close... by telling a story, or... one story I told in Florida was about a challenge from the women's ice hockey club to the faculty—and I found myself on the faculty team. After the game I heard one of the women say how great it was that she was able to be playing ice hockey with her teachers, and that she'd actually knocked one of them down... (laughs)... that tends to bring your audience a little closer to the College.

V: *What are your personal goals for your tenure as President... what would you like to be remembered as having achieved?*

A: Now we are getting close to the campaign, because I feel very strongly that the goals of this campaign do reflect my own goals for the College in a major way; and that in the most general terms I'd like to see Connecticut College continue growing in distinction as a liberal arts college. Now what does that mean? And here we really come down to some of the recommendations that have come out of the Committee on Connecticut's Future. Again speaking in very general terms, what we are really talking about here is, building on what we have as strengths today, one of our strengths is the strong interaction between faculty and students and I think it's terribly important that be preserved and that we be able to bring to the College the kind of teacher who is fundamentally interested in working with the students; and here we have to remain competitive, in order to attract that kind of faculty member, and hold that kind of a teacher; we have to be able to pay the kinds of salaries that... we have to be able to reward that kind of quality in teaching and scholarship. That is one of our campaign goals: to build a college's endowment and increase the annual fund year by year so we can really focus on the excellence of our faculty.

V: *In the case statement for the campaign the word 'challenge' comes up again and again. I wonder if the challenge is to raise ourselves in relation to our so-called 'competition'; and if so, how? Are we looking for uniqueness, or are we going to be like Trinity, etc?*

A: To answer your question, I have to

come back to what we were talking about earlier and that is what is a liberal arts college trying to do. We talked about developing intellectual skills and habits of mind and developing a further understanding of our world... asking those questions which man has been asking himself... trying to get a better understanding of other cultures... developing values, the whole bit. Basically, what I would hope to see the College doing is being able to offer that kind of an education to its students, even more effectively in the future than we do today. I think we do a darned good job, and I think all of us see ways in which we'd like to do it better... we'd like to give our science students the opportunity to do more experiments in the laboratories... we'd like to have more materials in our library for students who major in American studies or Asian studies; we'd like to be able to offer honor study to more students, to get into some independent studies, some research of their own.

I think there is another element to it and this is where the 'challenge' comes in. The world we live in is changing awfully fast... and for the education we offer to be as useful, and we'll get back to that word, to students let's say five to ten years from now, as it is to you today, or was to students five or ten years ago, we're going to have to work hard, we're going to be challenged to keep abreast of the changes in the world.

V: *A member of the CCF said they had tried to illustrate what was going on in terms of a set of shelves, that the committee was empirically placing*

Continued on Page 8

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CAMPUS NEWS

Buffalo Bill's Wild West

By Rachel Youree

"Our sense of history is a mixture of the past and the myth," said Richard Slotkin, professor of English at Wesleyan University and author of *Regeneration Through Violence: The Mythologization of the American Frontier, 1600-1860*. Professor Slotkin gave a lecture at Conn on Wednesday at 8 p.m. called "Buffalo Bill's West and the Mythologization of American History." He explained the significance of a vital national myth—the story of the American frontier.

There are four major figures who represent stages in the evolution of the frontier; Daniel Boone was a pioneer west of the Appalachians, Davy Crockett was a figure of the Jacksonian era, Kit Carson represented renewed expansion after the 1849 gold rush, and Buffalo Bill was the last of the plainsmen during the birth of the transcontinental railroad.

Professor Slotkin told the story of Buffalo Bill and his place in the myth. Born William Cody, this hero was a versatile frontiersman whose occupations included Indian guide, Army scout and buffalo hunter. A journalist "discovered" Mr. Cody in 1869 and gave

him the famous nickname. Eventually the story of Buffalo Bill was made into a successful dime novel and in 1871 he was invited to New York as a prominent figure.

Buffalo Bill seized the opportunity to cash in on his fame and became a self-promoting entrepreneur for several years. As his personal story travelled across the country in its exaggerated form, he collected the other heroes of his time and created the "Wild West" show in 1882.

As Professor Slotkin described it, the show represented the iconography of recent history. It was promoted as an educational experience in an unprecedented media blitz that included the era's largest billboard. Buffalo Bill's adamant claim to realism was accepted by audiences who could not distinguish between fact and fiction. Their only source of contemporary history was the dime novels on which the show based its proof.

"Wild West" typified epochs of American history, from Indian dances in primeval forests to the first settlers at Plymouth Rock. Cattle raids on the great plains, Indians attacking log cabins, prairie fires, magnificent western

sunsets and even cyclones were re-enacted in the extravaganza with wind machines, strange gadgets and a cast of true historical figures. Sitting Bull and Geronimo were two featured characters. A densely written and illustrated program, resembling a historical text supplemented the real life drama.

By 1886, "Wild West" was America's national entertainment. It was a model of the entire sweep of American history. Although it was authentically historical, it greatly elaborated the adventures of Daniel Boone, the Indian chiefs and Buffalo Bill himself—just as the dime novels did. But it was an effective and entertaining lesson of westward expansion and victory of the white man in the Indians' land. It represented the triumph of "civilization over savagery." This racist attitude was only minimally condoned within Buffalo Bill's sympathy and flattery of certain famous Indian characters.

The white man's triumph was even more emphasized in the 1890's as America's power and wealth matured. The "Wild West" show became simultaneously a stage of the past and the present. From the Industrial Revolution to American imperialism, Buffalo Bill's

menagerie embodied a mix of nostalgia and contemporary national sentiment.

The show continued its theme of racial superiority as it evolved with militarism and imperialism. The "Congress of the Rough Riders" (which Roosevelt adopted as the name for his troops at San Juan Hill in 1895) was the depiction of international cowboys and horses as the conquered and conquerors rode side by side. "Civilized and primitive" characters paired together, such as the white man and the Indian, or the Spaniard and the Mexican, showed the continuing saga of American nationalism.

The last show in 1916 had no cowboys at all. Instead there was an array of soldiers in army drab, armed with new weapons in preparation for World War I.

The "Wild West" cast, trained in symbolism, was part of history transmitted through myth and is still to be found as twentieth-century metaphors and analogies in speech, literature and film. Professor Slotkin sees the myth as the key to meaning in American history as it has transcended the mere fairy tale and become a source of American patriotism.

Oakes Ames

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Connecticut on this shelf in the relationship to other colleges, and how are we going to get ourselves up three shelves, or how are we going to be able in the next ten years to stay on shelf 18 or whatever. It seems that we automatically place ourselves in direct relationship to what we consider our competition.

A: I think one reason the committee's report gave that impression as it did was that one of the issues that the committee was addressing was the demographic one and the competition for good students. We were looking at our own position relative to these other schools. But I really think fundamentally, in the mind of every member of that committee, we were thinking about educational goals and objectives. Just to illustrate that, the Future's committee recommended that the College provide more resources to some of its departments, in what we rather loosely call the quantitative disciplines; that is in mathematics, computing, physical sciences, or economics. And cited the fact that some of our peer colleges were putting a larger percentage of their resources into those departments, than we were. But I think the real reason for that recommendation is the realization on the part of the committee members, that in order to provide a more balanced liberal education, and ultimately a more useful liberal education for students in the 1980's and beyond, Connecticut College ought to be stronger in those disciplines.

V: *So you don't think of us as keeping up with the Jones'?*

A: No, I don't think one should interpret the report that way. I think the committee really reached the conclusion collectively: that those modes of thinking that are represented in the departments that were mentioned are more important in our culture, in our civilization today, than they've been in the past, and that the College therefore has a responsibility to see to it that students are introduced to them and learn how to think in those terms... those are the underlying factors in the committee and the ones that really need to be emphasized when we talk about where we're going.

V: *Are these challenges small obstacles, or is this a life and death struggle?*

A: It's not a life and death struggle, no, I wouldn't use the word struggle at all. Obviously there are going to be challenges, but you know what makes this exciting, and I think what makes us all so enthusiastic about it, is the expectation that we can build a stronger college here; that we are a young college, we're growing... we have our sights on becoming a better one. There are things we would like to do that we aren't doing now, but that really is what fuels the fire. We're in a tough position. We're in a tough position, because we have a small endowment... but I wouldn't call it a precarious one. I see, on the outside talking to our alumni and to people who know about the College, I see a great deal of enthusiasm about what we are and what we hope to become. I think that the interest is out there and the support we need is there, in order to grow.

V: *There is growing... paranoia... that, for instance, the English department will be cut so a computer studies program can evolve; that what you see as a positive change threatens some people, and some of our greatest assets. That was reflected strongly from the faculty standpoint by the "Response" letter to the CCF report.*

A: Well, I'm aware of it... no, it, the Futures committee addressed itself to this and one of the recommendations that it made, a very strong one indeed, was that the College make every effort to preserve those strengths which have distinguished it through the years and... so people are asking: how can you build up here with the same level of resources, the same size faculty, how are you going to build up in some departments and still maintain your distinction in others, and I think one point I'd like to make there is that we are not talking about an enormous number of faculty in departments that we feel need more in the way of resources, we're talking about in total 5 or 6 positions in a faculty of 140... and... it's never easy to reallocate resources. I think that if it's necessary to make some reductions in some departments (it will be), that will be difficult certainly for those departments. I don't see that as seriously undercutting the quality of what they are able to offer students... and I would hope and indeed I'm quite sure that when all is said and done, the College will be stronger. I do want to say that no college is static, colleges do change with time, they have to, and... we're not talking about something brand new here. Connecticut has changed with time too, if you look at the allocation of

Talkin' Politics

By Aron Abrams

Well, it was election time at old Conn College and the rhetoric was flying. In honor of the sincere emotions and simple honesty expressed, these quotes are presented verbatim from the candidates' platforms (the snooty headlines were thrown in later).

Best Question:

"Ah, but what makes you qualified for this job, Bill?"

—Bill Regan

Worst Answer:

"...Vote for me, please... I really am a nice guy. I know I would!"

—Bill Regan

Understatement:

"Those of you who know me may not agree with all of my beliefs..."

—Lawrence Kronick

No Kidding?

"SUE JACOBSON HAS THE EXPERIENCE AND WILLINGNESS TO BE AN EFFECTIVE YOUNG ALUMNI TRUSTEE"

—Sue Jacobson

Then the Wolf turned to Little Red Riding Hood and said:

"...Don't be blinded by glitter when I offer you gold."

—Paul Weiss

Truer Words Were Never Spoken...

"Campaign rhetoric in this particular election is useless..."

—Michael Sladden

A Case in Point

"If you do me the honor of electing me Young Alumni Trustee, I will have gained two things very dear to me: a worry free parking status and the opportunity to serve my college for three years."

—Michael Sladden

resources ten, twenty years ago, it wouldn't be the same as it is today. This has been a very public study in a sense. There's a strong sense of awareness about what we're trying to do now. Once upon a time administrations went about changing things, and there wasn't quite such widespread interest or involvement in the process.

Don't Underestimate Dishwashing

"In addition, my summer job has educated me in the hard choices that have to be made within a limited budget."

—Robert Gardner

I Hear Washing Windshields is Also Plush

"Lastly, who are we trying to kid here, to be an ALUMNI TRUSTEE is a PLUSH job!"

—Frank Laufer

No Rhetoric: Just the Bare Facts

"Our fire is alive."

—David Kaster

A Little Melodrama Never Hurt

The time has come...for change."

—Steve Sacks

Could You Be More Specific?

"The Vandalism Policy should be looked into, and changes should be made so it would be fair for everyone."

—Edward Burger

No Comment

"You want qualifications? You got 'em. First of all I can speak both Russian and French. This could come in useful for negotiations in case either France or Russia declare war on the class of '84. As if that isn't enough, I can also juggle so that even if the class goes down the drain, we'll do it smiling."

—Dave Cook (a.k.a. Cave Dook).

Finally, the College Voice Awards

The Good Taste and Responsibility Award goes to Dave Cook. Cook had a poster which read "John Belushi Dan Ackroyd says 'Cave Dook is a close and personal friend of mine.'"

The Alan Spalter Humanitarian Award goes to Paul Weiss, who thoughtfully, and with no concern for personal gain, slipped signed reminders under seniors' doors, reminding them to read the platforms, consider the alternatives and vote for the Class of 1982 Alumni Trustee.

The Anti-Prejudice Award goes to soon-to-be Student Government President Herb Holz. Holz objected to the controversial Cook's poster which read "Vote for a man whose name you can pronounce." According to Cook, Holz said it was an ethnic slur. It is a good thing Holz took the sign down; the last thing Conn College needs is trouble from the P.W.L.N. League (People with Long Names).

Snakes

By Susan Baldwin

Snakes are animals. At least they were when you were a kid. You used to chase them in the grass and try to catch them so you could scare the hell out of your little brother. You would put the snake in his bed, or just let it loose in his room, and then sit back and wait for the sweet results. Both plan A and B ended in high pitched shrieks, a severe scolding by your mother, and a few tears, but it was all worth it wasn't it?

In college, the role as well as the identity of the snake miraculously changes. People become snakes, and partake in an extracurricular activity that's become dear to all of our hearts known as "snaking". It's a relatively low budget sport involving just two people (more if desired), and whatever equipment one has on hand. No rules restrain time and place of play, but certain steps remain crucial in success. Atmosphere is a paramount feature that presents itself quite readily at almost every all-campus party. A lot of people and a lot of noise cover up errors in speech or procedure. Alcohol is another key factor. Everybody knows that when one is drunk, they certainly can't be held responsible for their actions. Beer also gives one an amazing sense of confidence. Inspirational lines seem to flow from the very first gulp of the foamy love potion. Once the snake puts a good buzz on, it may feel free to wander around and

approach any member of the opposite gender that it finds attractive. The younger, the better—innocence and naivety have a tough time saying "no", if they don't know what they're answering to. However, no harm lies in going for an experienced and willing upperclassman. In this game, anybody is anybody's game. At any rate, if one has had a few beers, they are invincible and won't hesitate to try anything. Nothing ventured, nothing gained, right?

After one selects the "snakee" from the crowd, they approach. Conversation ensues, and boredom may result, but don't give up. Remember, one doesn't play for intellectual enlightenment. Next, ask your intended to dance. If they say no, bag it and move on (to avoid embarrassment, chug your beer and tell them you have to get another). Once you find someone to dance with, keep them on the dance floor as long as possible. After 5 or 6 dances you can retire—now it's just a matter of time. If they put up with you for that long, then the cat's in the bag, as they say. Drink a few more lagers for extra confidence, because if your air of certainty breaks for just an instant, a lot of hard work could go to waste. Give your intended a few more beers too; hopefully this will break down their resistance. Yet, don't get them too looped or the fruits of your efforts will be spoiled.

Now, bring them into a slightly removed area of the party. Not too far,

you still want the noise of the music in the background. Dead silence at this point would be a disaster; with nine beers apiece you don't have much to say. Stick to simple subjects. Ask them how classes are going; what they are doing for spring break or, if necessary, what dorm they live in. If they respond to these brilliant inquiries with enthusiasm, you're golden. Wait a few minutes, then say: "Let's get out of here."

Once outside, offer the inevitable—an escort back to their dorm. Talk about the party on the way. Wasn't the beer good, and the band really good to dance to? Yeah.

The doorway to the dorm can be frightening. You want to cross it with them instead of leaving it alone. Hopefully, they will take the initiative and ask you up for a game of backgammon, or to smoke a joint. If not, you must do the asking: "Do you mind if I come up for awhile? You know, just to talk." If they say "no", say goodnight, and don't swear until you're out of their hearing range. However, if they say "yes", move quietly but swiftly up to their room. You don't want to spoil the mood. Once inside, select a comfortable place to sit, preferably the bed. Be patient. Wait until they get the backgammon board out and play a few games (let them win, then they feel as though they owe you something).

The board is returned to its place, and

they join you on the bed. Gaze intently, but with meaning, into their eyes. Try to express that your love knows no bounds with mere eye contact. Slowly reach for their hand, and gently (ever so gently) pull them towards you. If they respond, kiss them, then quickly withdraw. Wait for a signal. They will lean towards you if they want more of the same. In this case, go all out and kiss with great fervor. Everything revolves around the reaction to really "sucking face". If they get into it and start breathing in an irregular and heavy method; get up quickly, lock the door and turn off the lights.

In the morning, get up early, gather your things (be careful not to leave anything behind for that's an excuse for them to come over to your room and talk to you), say "it was swell", and bolt. If they follow you around for the next few days, don't panic; just pretend that you've never seen them before, which will really shake them up, and eventually cause them to abandon their pursuit.

Snaking can be fun, but dangerous. If one engages in the activity too much, they gain a reputation, in addition to the increased risk of obtaining an undesirable state of health. So beware—snake—then take a break. Lay low for a while. Snaking is a sensitive sport that develops with time, effort, and practice.

FEAR

—Liz Swinton

The victim of this nightmare
Will wade amongst his hopes,
looking for a savior
though he pulls down all the ropes.

Yet, the question left unanswered
is: why does he appear?
Through experience the victim learns:
Do not trust your peer.
Caution and denial
keep feeding him his meal,
and everytime the victim doubts,
He turns his cunning wheels.

A contemptible tiny creature
invading fast within the zones,
He's abusive and destructive
While he chills amongst the bones,
He takes pleasure in affecting
the frightened and the shy,
He appears at any moment;
Denying it's a lie.

He does not reach cessation,
Until he's found his match,
This opposer of wrong doings
will cause him to unlatch.

THE OTHER SIDE

—Daisy Smith

Unaware of the time,
he sits on his bed
reading page after page,
inhaling each word
like his clove cigarettes,
until the sun lightens
his blankets.
He shuts off his alarm
before it rings,
sets his book on his lap,
and runs a hand
through his hair.
Dark.
He thought it was dark,
last time he noticed,
it was dark,

but now he can see
the weather is going
to be good today.
Across the room
he sees his library,
his books piled shelfless
against the wall,
carefully non-alphabetical.
He hears the paper boy deliver.
He feels the grit in his sheets,
the stubble on his chin.
Coffee would be good right now.
He pulls the cat in
from the fire escape,
and rotates the plant
on the window sill.

DECLINE

—Daisy Smith

Four years ago I had a son
named Max. He's playing in
the other room right now.
My husband and I aren't
together anymore. He left
me about a year ago.
We wrote a book together once
a few years ago about
the effects of alcohol on
pregnant women. My husband
is a doctor. The book was
half a story, half a documentary.
When it was published, it got
a lot of publicity, and
we timed it perfectly
because I was pregnant
with Max at the time.
We looked good on television
like that, pregnant and proud.
Before I was married
I lived in New York City.
I made a record there with
a musician who's pretty
well-known now. I hear

him on the radio all the time.
We were engaged once,
but that was a long time ago.
Anyway, once I gave an Easter party
which is funny since
I'm Jewish. I brought out
some markers to occupy
the children who were there,
and they started drawing
on the walls. It wasn't the kind
of thing you could stop,
you know, I didn't want
to cut off their creative flow.
From then on, I kept a basket
of crayons and paints
in the room and anyone
who wanted to could
color my walls. I was
the talk of the apartment
building. Since my husband left,
I've moved out here to
California. My mother lives
just down the street.

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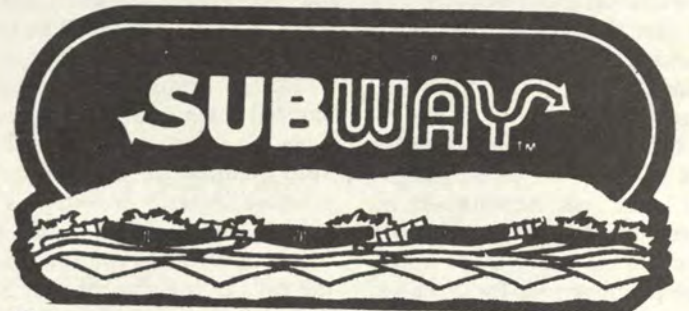
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