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### Pundit Vol. 57 No. 9

Connecticut College

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# Pundit

CONNECTICUT COLLEGE



Vol. 57

New London, Conn.

April 12, 1973

No. 9

## Lambdin goes coed

# Computer replaces blackboard housing selection



photo by Kelly

Dean of student affairs, Margaret Watson conducts Ad Hoc Housing Committee meeting

By Carol Bowman

For the past several weeks the Ad Hoc Housing Committee has been meeting for the purpose of creating a new method by which the students of Connecticut College will choose their dorms for next year. Under the leadership of Dean Watson this committee, that is comprised of volunteer students, has established a system whereby the school's computer will be utilized.

In the very near future each student that will be attending Conn next year will receive a computer card and in turn will list his preference of dorms. Since 13 dorms are in the lottery each student must put a number to every dorm. Groups of not more than four will be allowed to move together provided that they all list their preferences identically and enclose them into one envelope. By doing this one computer card will be typed up per group. Unlike previous years there will be no option to remain in your present dorm. Therefore everyone has an equal chance and it's fair.

Recently President Shain sent a letter to the students of the Afro-Am Society which proposed the returning of Blackstone to regular housing and the establishing of another Black

Cultural Center with the chance for Blacks to move in groups within the seven central campus dorms. However after deliberation Afro-Am rejected this proposal and Blackstone will remain as is. According to the present plans the housing of Black students will take place outside the Lottery.

In comparison to the old method of choosing dorms, the new Lottery system will be more just and cause a lot less anxiety. Before, people got numbers then they formed groups. Now, groups are formed then the numbers are given out, so you will be moving on the basis of friends, not dorms.

Changes that will be made over the summer will be slight according to Dean Watson who likewise added that, "students must get used to not always getting their first choice because it can't be done."

When all cards are returned, the Computer will first make a pre-scan to determine what dorms will be the most popular and estimate the numbers of conflicts. Decisions on housing should be final May 3rd.

If the program is a success this year then it will be used in the future and may eventually take over the task of also assigning room numbers.

## Election results released

The following is a list of winners of the class elections held last Thursday:

Class of 1974: President; Norma Darragh  
Sec-Treas: Katie Paine  
Soc. Chairman: Bob Himes  
Judiciary Board: Shannon Stock, David Shuman  
Nominating Committee: Jeff Whitestone, Pam McDonald

Class of 1975: President: Josie Curran  
Sec. Treas: Charlie Curkin  
Soc. Chairman: Paul Lantz  
Judiciary Board: Holly Baker, Carin Gordon  
Nominating Com: Alison Mishkit, Timothy Yarboro

Class of 1976: President: Carol Spencer  
Sec.-Treas: Barbara Green  
Soc. Chairman: Lisl Ungemack  
Judiciary Board: Stuart Jacobson, Susan Jacobs  
Nominating Com: Peggy Brill, Steven Carlson

The following is a list of winners of the Faculty-Student Committees held last Thursday:

General Education Committee: Judy Schwartz, David Shuman, Paula Rae Marcus, Susan Jean Zaleski

Interdisciplinary Majors Committee: Yoshi Hoshimura, Marsha Craig, Rort Callahan,

Laura DeCosta

Academic Policy Committee: Anita DeFrantz

NOTE: Rufus received the following: One vote for Social Chairman of Class of 1975 and two votes for Senior Class President.

## Shaw's Cove referendum passed

By ROBERT FISHER

The Shaw's Cove Renewal Project was passed by a small margin in the New London election held on Tuesday. The passage of this bond issue ensures both city and Federal aid, pending expected Federal Government approval next month.

The winning margin was narrow with 33.7 per cent of the city voters casting ballots. The issue succeeded with a plurality of 831 voters.

The first district, the one encompassing Connecticut College, endorsed the referendum with 100 students voting.

The only apparent drawback to

this election was the small turnout by voters. This has been attributed to the small amount of money possessed by the Committee for a New Shaw's Cove. This caused them to work under poor conditions such as no telephones at each school to relay to headquarters the names of persons who had not voted.

JUNIORS JUNIORS JUNIORS

REHEARSAL FOR JUNIOR SHOW BEGINS FRIDAY, APRIL 13th, 1973, at 1:30 P.M. DANA HALL IN CUMMINGS. REFRESHMENTS WILL BE AVAILABLE.

ALL JUNIORS ARE INVITED!!!

TENTATIVE REHEARSAL SCHEDULE FOR FULL CAST IS AS FOLLOWS:

Saturday, April 14th — 6:30 to 8:30 P.M.  
Thursday, April 19th — 10:00 to 11:00 P.M.  
Wednesday, April 25th — 9:15 to 11:00 P.M.

UNLESS OTHERWISE INDICATED, THE REHEARSALS ARE TO BE HELD IN DANA HALL. REFRESHMENTS WILL BE AVAILABLE AT ALL REHEARSALS!!!



The Face of Victory?

You couldn't tell by the expressions on their faces, but supporters of the Shaw's Cove Renewal Project won the referendum Tuesday in New London. Phillip Goldberg, Democratic first district chairman, takes tallies on the telephone, and Margaret M. Curtin, secretary of the Democratic Town

Committee, records them. Republican Chairman Harold Weiner, left center, and Mayor Daniel D. Schwartz, with hat on, are on the far side of the table. City Councilor Hubert A. Neilan is at extreme right. (Day Photo by Hubert J. Warren)



# Segregation does not equal integration

On this campus segregation is being used to achieve integration. Blacks and whites are not being treated equally. An entirely new system of assigning dormitories has been initiated this year in attempt to eliminate some of the hassles and inequalities that were inherent in the old system. However, before it has even been inaugurated, the fairness of the new system is being challenged.

Black students will not participate in the lottery. Instead they have been guaranteed that they may retain Blackstone as a living and cultural center, and that all those blacks who can't get into Blackstone will be housed within the seven dorm central campus area; (Plant, Branford, Smith-Burdick, KB and Larrabee).

Despite the obvious inequality that this system entails it is an understandable solution. How many whites would want to be in an all black dorm? This system guarantees friends and security.

Nevertheless it is an unfortunate solution for all parties concerned. Limiting to seven dorms the number of white students who can live with and get to know the black students is wrong. It fosters a spirit of hostility that comes from unfamiliarity. It also denies both sides an educational experience; the chance to learn about a different culture. Without the opportunity to live and learn about each other there is no hope of ending racism on this campus because racism is bred of ignorance.

Pundit therefore feels that all students, should participate equally in the housing lottery.

## Applications open for 1974 yearbook

positions  
apply to Nancy Bastura  
freeman

# Pundit

CONNECTICUT COLLEGE

ESTABLISHED IN 1916 AND PUBLISHED BY THE STUDENTS OF CONNECTICUT COLLEGE, SOME THURSDAYS WHILE THE COLLEGE IS IN SESSION. SECOND CLASS ENTRY AUTHORIZED AT NEW LONDON, CONNECTICUT.

### EDITORIAL BOARD

Co-editors-in-chief	Katie Paine Robert Fisher
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# Letters to the editor

As a result of specific recent circumstances and after an exhaustive review of our collective experiences here on campus, we, the undersigned, have found that all of us shared the same discontent with the way things have gone for Black students at Connecticut College, despite the fact that some of us have been here for only one year, while others have been here as long as three years. We became very much concerned with the lack of positive action in improving the academic life and outlook of Black students.

The Afro-American Society leaves little room for the expression of individual opinions. Our intent is to provide an open forum which invites discussion, and serious consideration of differences of opinion. Therefore, we have formed a new group, which will operate completely independent of the present Afro-American Society. Our purpose is to provide a positive climate for quality education. We plan to work to isolate those things which are of necessity for a strong college education and then make sure that these things are secured for our Black Brothers and Sisters. At present, we call ourselves the Black Students for Quality Education.

We believe our effectiveness will be enhanced through cooperation with all other student groups. We hope that you can believe in our goals and join with us in our efforts.

Anita DeFrantz  
Catherine Young  
Timothy Yarboro  
Deborah Thomas  
Bobbi Williams  
Estella Johnson  
Lisa Goldsen  
Darryl Algere

Dear Editor:

One of the tragedies of American life we all seem determined to re-enact each generation is racism. No sooner does one of our minorities enter the Establishment than it eagerly adopts the style of the Establishment. The oppressed and belittled minorities of yesterday become today's oppressors and Archie Bunkers. Thus, as each ethnic group took its turn as the

butt of racism, so also each group learned its lessons and dealt out racism as vigorously as it had once received it. This is "do unto others..." with a vengeance. And it seems that no group has succeeded in rising above this vicious circle by refusing to play the child's game of attack and revenge. So we go on dumbly refusing to see that no one can be free from racism unless all are free from racism.

It is thus with sadness that I noted the contributions of Mr. Mark Milloff to the "Frito Pundito": Perhaps, calling attention to such juvenalia as the "Dago Tire" ad, the crossword puzzle, and the "article" on Lithuanian studies only gives Mr. Milloff the attention he seems to desire? Perhaps, all this is just "fun"? Well, yes, I suppose it is. But, it is unimaginative 1950's panty-raid "fun", appealing to the lower levels of American taste. Moreover, it is the same kind of "fun" that is at the root of "Amos 'n Andy" or the image of the Jew in much of European literature. That kind of "fun" on this campus should give us cause for concern — not only about the effects this has on blacks, Jews, and ethnics among us, but on what it tells us about those who take this kind of thing to be funny. To laugh means we think we've made it. And making it means we think we have the right now to belittle those we think have not made it — and that is sick.

I debated with myself whether to write this letter to Pundit at all: After all, who really expects much from our newspaper anymore? — Well, I do! And it is because Mr. Milloff's performance mocks my optimism and reinforces the generally gloomy opinion of Pundit on our campus that he owes all of us an apology.

Yours sincerely,  
Ivan Strenski

### Ed. Note

..Unfortunately, Mr. Strenski, and possibly others were wounded by particular articles in the previous newspaper. A satire is not meant to be taken seriously. Discussing Lithuanians, Rumanians, Italians in a satirical light is not demeaning to them, it is demeaning to all such prejudicial attitudes which seriously exist.

What Mr. Strenski fails to see is the difference between Archie Bunkerism and making fun of Bunkerism itself. Apparently, a communication of such ideas has failed. To Mr. Strenski, and all others equally affected, I apologize for this failure. If only people could view themselves and their environment in a more humorous and open minded way, much of the tension and prejudice which now exists would perish.

(m.m. not responsible for 'Dago tire sale')

Letter to the Editor:

It is with great pleasure that I bestow upon this paper the Joe T. Schmuck award for degeneracy in journalism. After several weeks of churning out nearly-eligible material, the writers of the April 5th issue of Pundit have apparently toiled ceaselessly, delving deeply into the depths of decadence in order to gain the extra margin which has ensured them this high distinction. Congrats. Frito Pundito, you have at least reached the pinnacle of tastelessness, indiscretion and insipidity! As I present this award, I believe I can rest assured that the Pundit staff will be setting its shoulder to the wheel once again in order to provide the reading public of Conn. College with future issues of comparable quality.

Respectfully Yours,  
MRS. SARAH BOYER

I would like to take this opportunity to thank a number of people who were responsible for the efficiency and success of last week's elections. The Student Government Association is deeply indebted to the entire All Campus Election Board and especially to those members who took part in the five hour marathon of ballot tabulation.

I would also like to commend the PUNDIT for their fine editorial, encouraging participation, and the election coverage in the last three issues.

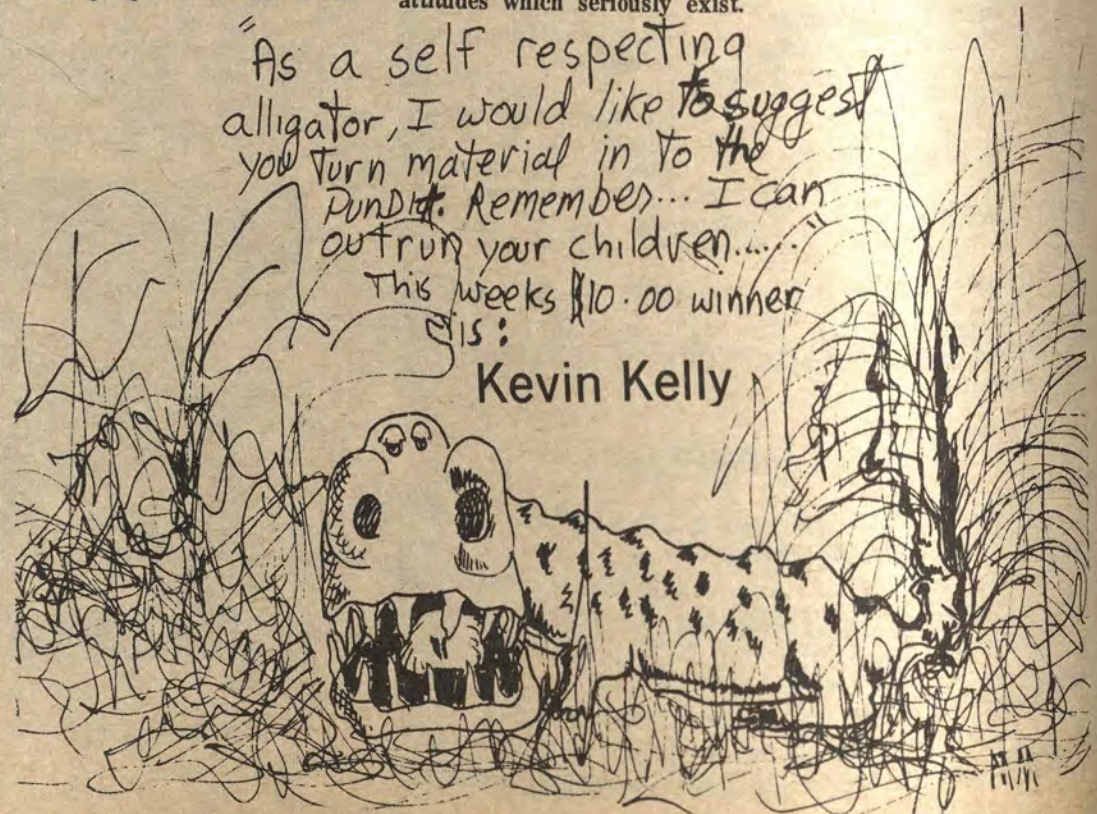
But my utmost appreciation is extended to all of the candidates, winners and losers alike — all of

(Continued On Page 10)

"As a self respecting alligator, I would like to suggest you turn material in to the Pundit. Remember... I can outrun your children...."

This weeks \$10.00 winner is:

Kevin Kelly





# Lyman Allyn finally reopens

By NINA GEORGE

After two years of renovation and reorganization of its collection, the Lyman Allyn Museum located on Connecticut College grounds, will reopen for public visitors on Friday, April 13. Art lovers can look forward to

the museum's Primitive and Oriental art collections, as well as an exhibit of Medieval relics. The Palmer Wing features Colonial American art, especially Connecticut works, as well as furniture and entire decorated period rooms. Also of interest is the French room and a special collection of dolls' furniture and accessories. Fine paintings and prints are also displayed.

Regular hours for the museum will be 1:00 to 5:00 p.m., Tuesday through Saturday; 2:00 to 5:00 p.m., Sunday; Closed Monday.

# Fanning fantasia

By NINA GEORGE

President Shain announced last week he hoped Conn. would have another Summer Study Commission this year. It would be concerned with examining the issues of academic staffing and tenure. Whether the college is using the right guidelines for possible reduction of the faculty (for budgetary purposes) and changes in the present criteria for tenure will be studied. The commission might also look into the question of more efficient budget reductions in all areas of administrative spending. President Shain suggested this could be done through comparing Conn. with other similar colleges and examining the alternatives they have used in matters of economy.

The commission would be composed of 5 faculty members, 2 administrators, and 2 students. (Laurie Lesser will decide whether the students shall be elected or appointed).

"Small honorariums will be given to these people," said President Shain. He estimated that the first two weeks in June would be adequate for the commission to conduct its

research.

The Summer Study recommendations will be made to the college and to President Shain the following fall. The report would be merely a proposal, not a decided program.

President Shain also disclosed that the estate of a former faculty member, Miss Margaret Kelly, has been willed to the college. The value of the Kelly estate is estimated at \$80,000. Due to the lengthy procedure of settling the will (Miss Kelly was deceased this year) the college will not receive the benefits for about a year.

Miss Kelly came to Connecticut College in 1932 as an associate professor of Chemistry. She was a member of the faculty until 1952, and had kept in constant contact with the school since her retirement. No restrictions were placed upon the use of the estate, but according to Dr. John Detmold, Director of Development, President Shain will surely wish the college to use this bequest to associate Miss Kelly's name with Conn. in some way, as a memorial to her devotion and generosity.

# Student Assembly minutes

April 4, 1973 - 6:30 p.m.  
ANNOUNCEMENTS:

There will be a party in K.B. Saturday, April 7, at 9:00 p.m. Admission will be 75 cents.

REPORTS:

Placement Office and Student Employment: Letters have been sent to faculty members and departments asking for possible student jobs. Physical Plant has several students working now on an experimental basis. The Bookshop hopes to increase student help in the future. Paid Bell Duties will be abolished next year, so, no net gain in the residence department is expected. A subcommittee of Student Government will be appointed to work with Ms. Lee on this project.

Election Committee:

Jan Majewski reported that the election board is in favor of the two-thirds quorum as it now exists. On behalf of election board, she moved that the Charter and By-laws of the Student Government be amended to read:

SECTION 1, ARTICLE III, OF THE CHARTER OF STUDENT GOVERNMENT ASSOCIATION:

All matriculated undergraduate and graduate students of Connecticut College are members of the Association. All matriculated undergraduate students are voting members of the Association. All matriculated graduate students who register with the Association on the third Tuesday of the fall and/or spring semesters are voting members of the Association.

SECTION II, ARTICLE I, B (addition) 6 OF THE BY-LAWS OF STUDENT GOVERNMENT

ASSOCIATION:

The Vice-President in conjunction with the Election Board is responsible for holding a registration day on the third Tuesday of the fall and/or spring semester for all matriculated graduate students of Connecticut College.

The motion was seconded and passed 18-1.

Judiciary Board:

Procedure Packets will be mailed to the House Presidents this week, to be posted in all of the dorms. Michael Lederman moved that the Charter be changed (Article IV, Section 2, Paragraph C, 2) to read:

Should a member vacate his/her position mid-year, a class election will be held within two weeks.

The motion was seconded and passed unanimously.

OLD BUSINESS:

The letter to Mr. Rhyne concerning transcripts was read by Harold Rosenberg. It was moved that the letter be sent to Mr. Rhyne with carbon copies to President Shain and Dean Jordan. The motion was seconded and passed.

A motion was introduced to change the election quorum to a simple majority for Student Government Association elections. It was moved that Article III, Section A, 10 of the By-laws of the Student Government Association be amended to read:

"A simple majority of the Student Body must vote in order to constitute a valid election."

The motion was seconded and defeated by a vote of 18-3. Further discussion on the possibility

of lowering the quorum for committee elections was tabled.

Rickey Cohen explained the new procedure for appointing Freshmen Advisors. The committee in charge of appointments would be: Dean King, Chairman of the freshmen orientation program, Student Government President and Vice-President, and five House Presidents. The new plan was approved by Student Assembly.

After considerable discussion about the problems involved in the Meatless Weeks, it was suggested that the first week in April be set aside as a Meatless Week.

NEW BUSINESS:

Peggy Brill explained a proposal to change the calendar for next fall so the freshmen will have one day on campus before the upperclassmen arrive. The motion passed 18-2.

Kenny Kabel announced that he would like to start the "Pig" Book again for next year's freshmen. Any interested students should contact him in Harkness. He will report again when final figures are available from printers.

As a result of a recent incident on campus, a subcommittee was formed to improve lighting on campus. The members are: Michael Lederman, Nancy DeGumbia, Janice Alexander, and Pat Whittaker.

The meeting adjourned at 7:45 p.m.

Respectfully submitted,  
Pat Whittaker  
Secretary

# Learn to sip better

By Kathy McGlynn

At last the opportunity has come for all you wine connoisseurs and tea-toters alike to increase your knowledge of that spirited beverage—vino! This Saturday afternoon, April 14, from 12:30 p.m. to 4:30 p.m. the Yellow Front Package Store proudly hosts the appearance of Mr. Lawrence M. Sameloff of Brescome Distributors, Windsor, Conn.

Mr. Sameloff is the man who knows all there is to know about this beverage that has warmed the hearts and palates of many throughout the ages. For thirteen years, he has been involved in the professional study of wines—a cum laude graduate of Grossman's School of Wines, a member of the taste de vine society of America and International, a graduate of the Culinary Institute in New Haven specializing in wines.

Saturday afternoon, Mr.

Sameloff hopes to impart to us, nonexperts, some of that knowledge he has acquired throughout the years. Whatever you want to know about wine just ask Mr. Sameloff. Marinating, seasoning, cooking with wine... what determines a vintage wine or simply what's a good, cheap wine for a Saturday evening... he's willing to answer any and all of these questions.

The intent of Mr. Sameloff and the proprietor of the Yellow Front Package Store, Ed. Kramer is to in the words of Mr. Kramer, "disseminate more knowledge about wine" in order to increase their enjoyment of it.

So welcome one, welcome all. Go and converse with Mr. Sameloff and find out about the "drink of Dionysus". All you tea-toters hurry-up down there so you can find out "Everything you wanted to Know About Wine but were Afraid to ASK????!!!!!"

# Students to dine with Soul

By KATHY MC GLYNN

Have you ever wondered what black-eyed peas taste like or ham hocks and collard greens? Well if you have, you'll be glad to know that you don't have to make the trip down to North Carolina or Georgia to try some. Thanks to Kay Young and a few other energetic members of the Black Community, Conn. College is going to have a "Soul Food Dinner" right here on this Friday evening, April 13. The only effort you adventurous gourmets have to make is to walk into your dining rooms and select from a menu that includes those black-eyed peas, ham hocks, collard

greens, as well as barbecued spareribs, fried chicken, and corn bread.

This is not the first time a "soul-food" dinner has been served on campus—the black community has often gotten together over "soul-food"—but this is the first time that the whole campus will have the same opportunity. The planners of this "All-Campus Soul Food Dinner" hope that this event will serve to bring the black community and white community on campus a little closer together. In the words of Kay Young, the principal organizer, the purpose is to

"promote goodwill" and "start things rolling" between the two communities. For all of us endomorphs this event also promises to be an experience in eating.

So on this Friday evening go and enjoy some "soul cooking." Try it, you'll love it. After dining, the Black Theater Workshop invites you all to come to the Main Lounge in Cro at 7:30 for Poetry Readings by four members of the Black Community—Bob Williams, Karyn Trader, Linda Smith and Jimmy Jones followed by a jam session. Admission free. So take advantage!!

Come and see the  
**Royal Family of China**  
on Thursday April 19  
in the Main Lounge of Cro



Mr Lawrence Sameloff, wine expert

photo by parkman



## Ad hoc housing committee

The Ad Hoc Housing Committee for 1973-74 is listed below. Information concerning the housing procedures will be published when all arrangements are final. The members of the committee will attempt to answer any questions concerning the procedures once they have been published.

NAME	CLASS	ROOM	ROOM NO.
Lincoln Baxter	75	DORMITORY	119
Peter Belson	76	Blunt	87
Rickey Cohn	75	Park	231
Susie Cumpton	74	Morrisson	216
Louise DeCamp	75	Addams	262
Elizabeth Goldsen	75	Freeman	307
June Greeley	76	Park	652
Barbara Green	76	Larrabee	499
Barbara Hadley	75	Lambdin	500
Sophia Hantzes	74	Blunt	711
Bonnie Kimmel	75	Morrisson	770
Pat Kelley	74	Lambdin	832
Charles Morrisson	74	Freeman	633
Lynette Navez	74	Harkness	895
Debbie Pope	74	Morrisson	908
Harold Rosenberg	75	Freeman	986
John Tarbox	74	Blunt	1209
		Freeman	1235
		Branford	1239
		Lambdin	1296
		Park	1852

Margaret Watson  
Dean of Student Activities

## Pundit Profile: Robert Hernandez

By AMY GUSS

Robert Hernandez's active interest in ecology may be verified by the number of research projects he has been involved in. For the past five years, Hernandez has, in conjunction with a graduate student at Cornell University, conducted an intensive study of the Osprey — a bird related to the bald eagle. The Osprey, once thriving on the east coast, was becoming extinct due to the widespread use of pesticides. Initial awareness of their extermination occurred during the early 1960's. In the course of their intensive study made possible with grants from the National Science Foundation, Hernandez and associate were able to prove several hypotheses. Based on their observation of female Ospreys, they were able to conclude that pesticides were preventing the females from reproducing young birds. In addition, their discovery of mercury and d.d.t. traces in female Osprey eggs enabled them to indict man as the Osprey's molester.

Other projects which examine man's detrimental acts towards his environment include Hernandez' studies of natural areas, and of the Black Crowned Herron bird which shares the same fate as the Osprey. Hernandez feels that these research projects have been a very valuable educational and social experience; in his own

words "these studies are more than what they appear to be on the surface. I can understand the composition of the ecology system and man's role in the system. The more I learn and experience from these studies, the more I come to the realization that there still is a lot I do not know. The learning process is so unbelievably complex, exciting, and beyond the knowledge that I have acquired, I have come in contact with so many people."

Dedicated to learning all he can about ecology, Hernandez is a member of a conservation commission in his home-town. Moreover, in his efforts to interpret ecology to the layman, he has spoken and presented papers at conferences, schools and various organizations. In the future, Hernandez hopes to pursue a career in the field of research biology. He in addition hopes to write articles on ecological problems that any nonscientifically oriented person would enjoy reading. He looks up to Dr. Niering as his model. "I want to be like Dr. Niering, conducting research and becoming involved in all the aspirations of nature. I look to the philosophies of nature as my ideal. Man must realize that his preservation is dependent upon his coexistence with nature. His struggle to conquer nature will only bring about man's annihilation."

## Ms Adams speaks for Kappas

Miss Ruth M. Adams, the former president of Wellesley, one of the most prestigious women's colleges in the East, and currently vice president of Dartmouth, one of the oldest men's colleges in the nation, will speak Tuesday (April 17) at 8:00 p.m. in Oliva Hall at Connecticut College. Her lecture, open to the public, is entitled "Unashamed Success."

A specialist in Victorian literature whose career in education spans four decades, Miss Adams began teaching at a secondary school in 1935, and a year later became a teaching fellow and tutor at Harvard,



Ms Adams

earning her Ph.D. at Radcliffe College within a few years.

By 1960, the prominent educator was appointed dean of Douglass College, the women's unit of Rutgers University, where for six years she directed the educational program for almost 3,000 students.

A grant from the Ford Foundation in the 1950's supported her definitive biographical study of the 19th century English philanthropist Angela Burdett-Coutts.

Miss Adams comes to the college under the auspices of Phi Beta Kappa Associates Lectureship.

## RAM ramblings

The Academic Myth  
By BILL TOVIAN

Connecticut College takes pride in presenting to the community, a glowing self-image that includes acknowledging the pursuit of serious intellectual endeavor. Phrases like "high academic standard," "Student curiocity" and "professional competence" are mechanically tossed about when discussing the atmosphere at Connecticut College. Admission into its hallowed hallways, somehow implies acceptance into a select group of academic elite joined together in a communal search for Platonic beauty and truth. Presumably the Connecticut College student has by-passed the less expensive, easier to be admitted to state school because he is concerned enough about his education to desire an intense learning experience in a small personalized environment. In the lingo of the pseudo hip, it's a time to do some "heavy thinking" to cultivate a creative bent.

Every year students are lured to the Connecticut College campus by the same rhetorical appeal a high level of academic achievement evident from the student high school record, has made one eligible for the challenging world of the scholastically motivated to be found at Connecticut College. Every year students almost patriotically answer the call by dutifully trampling off to Connecticut College, inspired by the knowledge that they have earned admittance to an exclusive club. More important than Connecticut

College's potential as a center for higher learning is the notion, that although Connecticut College may not quite have the prestige of the Ivies and may be considered just a half sister of the feminine seven, it still maintains its above the water level of prestige school respectability.

The overblown image Connecticut College preserves of self motivated academic compatriots assembled together for the pursuit of higher learning is a fraud that bursts on entrance into the typical classroom.

Entering a classroom is like entering the city morgue; Nobody wants to be there. Students sit in stony silence barely noticing those around them. A professor once took attendance in his class and noticed that students did not even have the interest to look around to see who their classmates were. The professor then proceeded to remind the students that, they would be with each other all semester and it would be to their advantage to learn each others names.

Of course there is little incentive to do this when in an unduly large number of classroom situations students are expected to play no greater a role than that of a secretary taking a boss' dictation. With pens discharging in a blaze of ink and hands sliding violently across white lined paper, the student's chance for interaction with the professor or another student is lost; never mind what's being said; get it all down is the call of the moment.

The situation is further hindered by the professor (sometimes with his head buried in his notes), resolved to cover a predetermined amount of material in the class period. The short calendar requires the professor to rush and exclude. There may be time for questions and comments but these are allowed only to convey a false impression of student involvement.

If students do squirm out of their zombie note-taking position to become speaking participants, they contribute to the classroom fiasco by addressing their comments solely to the professor. Rarely do students turn to other students to ask them a question or for clarification of a point. The object of participating in class is to impress the professor rather than become familiar with a particular subject matter.

The manner in which education is being spread in the classroom at Connecticut College is a problem of deep reaching consequences. Failure to confront it is to propagate the facade that Connecticut College is a true academic community. If this school wishes to promote this image with any semblance of honesty, it must make the classroom a more rewarding educational experience. Not to mention a whisper of its present whispered about image: Connecticut College is nothing more than a prep school geared for irresponsible rich people, drawing a girl's finishing school education.



photo by Kelly

Robert Hernandez

2 BANDS/6 KEGS AT

Wright House

nine pee em

Saturday April 14

75¢ cents

Sastry's

FASHIONS & FANCIES

SPRING FASHIONS

FROM

INDIA & PAKISTAN

BEDSPREADS

HALTERS AND

EARINGS

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# Campus column

On March 27, Mister Cranz and Mister Reiss spoke at an informative lecture entitled "What Are We Up To." PUNDIT believes that what these two men said was extremely valuable and worthwhile. Since the turnout for the talks was relatively small, PUNDIT has invited Mr. Cranz and Mr. Reiss to reprint the text of their speeches under the "Campus Column." PUNDIT encourages you to read them.

By LESTER REISS

I'm going to speak of our new academic plan without saying very much directly about it. I think there is a circumstance or situation which occurs well in advance of that plan, and that we must acknowledge and understand that situation before coming to terms with the plan itself. I believe that unless that circumstance is confronted directly by all of us, we — both students and faculty — will sleepwalk our way through the academic plan, and it will therefore fail. And I do believe that its failure will be a serious loss to the College as an academic institution, and to the students whom that institution is supposed to serve.

During the last fifteen years, beginning I suppose with the publication of Paul Goodman's *Compulsory Mis-education* and the *Community of Scholars*, a relentless onslaught of criticism has been directed at higher education in the United States. When you cut through the complexities of rhetoric and the melodrama of ideology, you find the main indictment raised against what we do is that it is mindless and inhumane. I think that each of us can testify from our own experience in some way to conform that indictment. I recall my first day as a freshmen at Yale during the Fall of 1951. My first class was English 25 — from Chaucer to T.S. Eliot, and I sat along with forty-five other students waiting for the instructor to arrive. In he walked, and since I came to Yale from Central High School in Bridgeport, Conn., this was the first time I had ever seen a member of a university faculty. He was dressed from head to foot in thick Harris tweed, and he carried what I later came to recognize as a Harvard book bag. He sat down at the desk in the front of the room, unled his book bag, and this was the first thing he said to us, and the first thing that was ever said to me by a college professor: "I am not a big enough man in the English department to give a grade above 79." Given my Bridgeport, Conn. background, I didn't understand the gentility of the situation, and so I raised my hand and asked him where we could find someone who was big enough. And although I do know from other students at Yale during those years that my experience may not have been very typical, I must admit that it was pretty much down hill for me during that period, and it was only when I got to graduate school that I found humaneness and mind involvement in what we were all doing.

Something is wrong with the liberal arts college. And there is

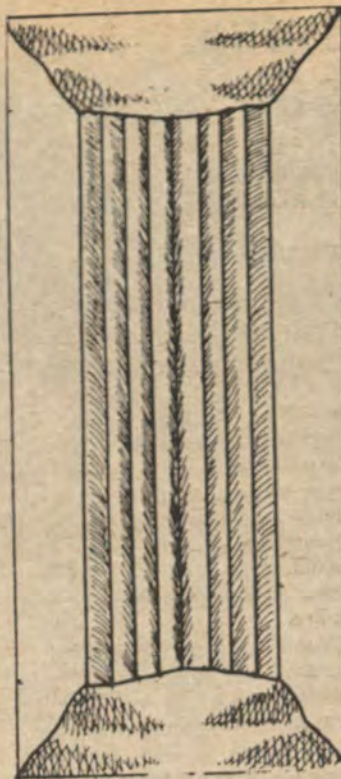
## What are we up to ?

even something wrong with the dispute about what is wrong with the liberal arts college. We've been arguing for quite some time about the presence or absence of requirements, whether we should be coerced or be free, whether we should study foreign languages and science, whether we should be criticized, evaluated, and graded, whether degrees should be granted, and even whether the academic year should begin before or after Labor Day. What this kind of discussion does is to disguise from us the very complex historical and philosophical context to which we belong, by which we are confined, and which does stand as the reason for our dissatisfaction with education. I now want to talk about that context.

We are members of the contemporary world, and if we listen very carefully to those witnesses who speak honestly as they can about what it's like to belong to this kind of world, such as Nietzsche, Camus, Sartre, Heidegger, Rollo May, and even perhaps R.D. Laing, we find that it's an experience for us of fragmentation, alienation, absurdity, and apathy. It's that context, our life in the contemporary world, that I think we have to acknowledge and understand before we can significantly participate in the sort of academic plan this College has recently adopted. That is, we have to come back to ourselves and to the world to which we belong, and we have to see as clearly and directly as we can what it's like for us to be as we are in that kind of world, and how our being in the world is so radically different from the way persons were in their world during previous historical

the one civilization to which they belonged. It made very good sense for someone to say, for example, that he and every one else he knew shared a covenant with Jahweh or was a citizen of the Athenian polis, or a citizen of Rome, or was one in fellowship with Christ, or that, even later, we all belong to the Western tradition and are members of Western civilization. When that was true, it made even better sense to impose a single set of common forms of understanding, belief, value, and commitment on all persons. If one were to belong to the civilization, and you really didn't have that much choice, you were expected to share with everyone else the necessary conditions which permitted everyone to be within that civilization. There was a single LOGOS, or intelligible structure, or arrangement of symbolic forms, that everyone was expected to embody and practice.

For a recent example of this notion of a single order, I refer you to the 1967 Connecticut College Catalogue, pages 51-53, under the title: *The General Group*. There you will discover that the College believed a liberal arts education should include an understanding of the Western tradition in its main forms of thought and action, and so certain courses are to be elected by all students. As an introduction to the Western tradition, all students will elect a year course in European history and will demonstrate a satisfactory background in American history. To attain proficiency in English composition and understanding of literature at the college level, all students will take a semester course in composition and a year course in literature. To acquire



postscript: the College recognized the importance of cultivating and maintaining good habits of health, and so it required participation in a regular program of physical education — that is, twice a week during the freshman and sophomore years.

It's much too easy to make fun of that set of General Group requirements. It's not an object of contempt, or ridicule, or of obscenity. That General Group was once our LOGOS, our national structure, our arrangement of symbolic forms; and we were mistaken only in one respect — that we considered it to be the one and only true way for each and any one of us to be educated in the liberal arts tradition whose purpose is after all to liberate from ignorance, dogma, and superstition. And the mistake was a very natural one to make. Plato had his sense of LOGOS and so did his civilization. Newton had his sense of LOGOS and so did his civilization. And as recently as six years ago, we had our sense of LOGOS, which we believed to be the rational structure of our Western tradition and civilization.

The new academic plan of this College asks each student to provide his own answer to what it considers to be the central question of any liberal arts education. Before I raise that question and discuss the revolutionary consequences which follow from it, I want to respond to what I've heard some people say about it: that it's a clap-trap, that it's a not too impressive piece of rhetoric, that it's a kind of academic boy scout oath; and that we really don't mean it. My response is to say that unless we do mean it, and unless it is meaningful, we are all in very serious trouble. We will have constructed an elaborate and complex verbal excuse whose main practical effect will have been to eliminate the language requirement and to reduce the science requirement, and if this is what we've done and all that we've done — to reduce and eliminate requirements, we are guilty of stupidity and amnesia.

The question, in my translation of the plan: what does it mean to live with understanding and

compassion in the contemporary world, in which individuals and groups hold very different commitments and allegiances; but despite the irreducible plurality of persons, groups, goals, commitments, and values, we do think and act together under historical conditions of very rapid change? And then, the plan goes on to say that the College believes — that is, we believe — that there is no single answer to that question, and so it imposes no one academic plan of group, distribution, or course requirements on each and every student. And then, we go on to say we believe that unless a student's academic program is designed to respond in some way to that question and to the resources which are needed by every student in the construction of his own answer, liberal education as a whole is mindless, and the liberal arts college will have abandoned its crucial and unique responsibility to its students and their society.

Now, why all of this? We do not all belong any longer to the same world or to the same civilization. What is so conspicuous about the contemporary period is the absence of the sense of a common world or a common civilization to which we all belong. In place of a single world or single civilization, we all find an irreducible plurality of worlds or civilization. But the plurality is even.

Now, why all of this? We do not all belong any longer to the same world or to the same civilization. What is so conspicuous about the contemporary period is the absence of the sense of a common world or a common civilization to which we all belong. In place of a single world or single civilization, we all find an irreducible plurality of worlds or civilization. But the plurality is even more extensive and extreme: it's as if each person is his own world or civilization, so that one finds a multiplicity of individual persons, each in his own individual world or civilization. To cite a very old claim from a very interesting classical Greek sophist: man is the measure of all things and each man the measure of all things, of things that are that they are, and of things that are not that they are not. Protagoras was not a subjectivist. Each man, in his own world, had his own LOGOS — rational structure — arrangement of symbolic forms, for himself and his world. A plurality of persons, and worlds, and LOGOI of persons and world. That situation is objectively real along with the multiplicity and relativity which it discloses.

Each person in his own world as his own Absolute was a situation that horrified Plato. It drove him to dialogue and to philosophy, and to his own claim that unless there was some overall rational structure or LOGOS of world to which every person and the society of which he was a member belonged, then one could expect incoherence and fragmentation among persons in the state, and within each psyche or soul. Plato was right about the consequences, which follow from the Protagorean multiplicity and reativity of persons, worlds and LOGOI. It's one hell of a mess, but notice how closely it resembles our mess. Plato was able to do something about it which is not available to us as a

(Continued On Page 10)

mr. lester reiss

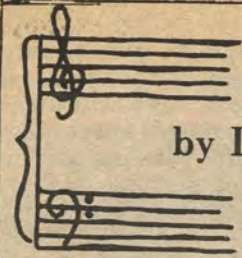


periods. What's wrong with the liberal art college is what's wrong with us — a very peculiar sort of amnesia which encourages us to remember who we were but prevents us from recalling who we now are.

Once upon a time, one could say that every person one knew belonged to the same civilization or world; that each person shared with all others common forms of understanding, evaluation, expression, and feeling; that within each person, there was to some degree every other person; and that within all persons, there was

knowledge of another culture in its own language, all students will take at least a year course in foreign language and literature. And, since all students should have some experience with the main types of thought within the Western tradition, all students will take one semester course in the precise language of mathematics or logic, one year course in a natural science with laboratory, one year course in a social science, one semester course in the arts, and finally one semester course in philosophy or religion, with an important





music  
by Lincoln Baxter  
notes

Ingram presents senior recital

Some very difficult music was heard Thursday, April 5, when June Ingram played her senior violin recital.

The program began with a Passacaglia by Biber for unaccompanied violin. It was a difficult work which employed chords of multiple stops. It was a difficult piece to begin with for it afforded little time to loosen up. The second number was the Concerto No. 2 Op. 22 in D minor of Wieniawsky. While written for orchestra and violin, a piano reduction play by Eliza Garth accompanied June on this piece.

Beethoven's Sonata No. 9 Op. 47 in A major followed the intermission. This was by far the prettiest and most fluently played piece on the program. All three movements went very well. The Presto in the first movement was quite flashy and well executed. The second movement which was a set of variations, and the third movement which featured very fast and difficult passages of scales were both excellently performed.

Of the three pieces presented, the Beethoven was the best played and the most enjoyable.



June Ingram and Eliza Garth  
photo by paine

It is this reviewer's feeling that an orchestra cannot be duplicated with a piano. This detracted from the performance. However, the music was very difficult and June played quite well. Of particular note was the cadenza at the end of the first movement which was played virtuosically.

While the Biber and the Wieniawski were not poorly played, I feel that because of the extreme difficulty of these pieces, the performance seemed a little hesitant. In appreciation of her performance an overwhelmingly enthusiastic audience brought June back to the stage three times. L.B.

Three-penny Opera

A show worth the dough

By Bob Himes

The Threepenny Opera will make its debut at Connecticut College a week from tonight. The play by Bertolt Brecht, with music by Kurt Weill, first appeared in Berlin in 1928. The avant-garde nature of Brecht's theatre appealed to the German sense in the pre-Nazi years.

Brecht believed in a new concept of epic theatre which opposed the Aristotelian tradition. Instead of creating a catharsis in the spectator by visualizing some more lofty problem, Brecht employed a sort of topical drama that would have immediate effect.

In Threepenny, he separated the music from the dialogue

which was more in keeping with the cabaret style of the period.

The design of the theatre resembles that of the local cabaret with Weill's jazz band directly on stage and placards announcing each song as it relates to the dramatic action.

Theatre One has retained many of Brecht's original designs, while offering their own interpretation of Brechtian drama. Playing the role of Mack the Knife is Dario Coletta who had the lead in the Play of Daniel. Molly Cheek from Moon Children will play the part of his lover, sweet Polly Peachum. Mr. and Mrs. Peachum, defenders of the bourgeois ethic, will be por-

trayed by Chris Paugh and Madeline Robbins, respectively. David Case will play the Streetsinger and Andy Morse, Tiger Brown (the Police Commissioner).

The show opens with the actors stealing the stage from a political rally for Warren G. Harding. It will be up to the audience to sense the importance of this theatrical digression. Brecht would have desired that effect.

The performances will be April 19, 20, 21 and 22 at 8:00 p.m. in Palmer Auditorium. Tickets are available at the Palmer box office daily from 9 until noon and offer a discount of \$.50 for students with I.D.

Pundit Profile: Dario Coletta

By Cynthia Zahorulko  
As I walked into his room, I immediately felt encompassed by the sensitivity of Dario, the artist. As we talked, Dario told me that his singing career began as many singing careers begin: singing in church choirs. As his life progressed, his senior year in high school offered one of his first big opportunities. As a senior, he participated in the Cambridge Opera Workshop which was basically a theatre for children. One of his most memorable productions as a part of this group was Down In the Valley.

Like his older sister, who is an opera singer in Philadelphia's Lyric Company, Dario too wishes to pursue a career in opera. He had been singing for a long time, and when it came time to choose an appropriate college to attend, Dario, realizing, in part, the talents he possessed, chose Connecticut College, a liberal arts college, over a conservatory of music. His reasoning behind such a choice was his desire for a well-rounded education which a liberal arts college could provide, but also because he felt Connecticut College could provide him with the background he would need to succeed and flourish in the tough musical competition outside of the confines of college. Not only is Dario interested in majoring in voice here at Connecticut College, but because he believes this goes "hand-in-hand" with stage and

theater, he is considering a combined major in theatre.

Already Dario has undoubtedly established himself here as one of the most proficient baritones Connecticut College has known. He is presently a member of the Connecticut College Madrigal Chorus, a mixed chorus of male and female voices under the direction of Mr. Paul Althouse. Dario really enjoys Madrigals. However, he is disappointed that there is not more male participation in this chorus. As Dario says, "Madrigals can't exist without more guys!" This is threatening to become a more serious problem because Mr. Althouse must teach more classes next year. As a result, he will have less time to devote to directing both the Madrigal Chorus and the Connecticut College Women's Chorus. Because of this, one may have to be eliminated. As it looks now, unless more males participate, Dario believes that it will be the Madrigal chorus which will unfortunately disappear, and there will then be no male chorus participation on campus. Dario believes that the main reason that guys aren't attracted to join Madrigals is because there is no real incentive to encourage participation. Unlike the Connecticut College Women's Chorus who travel to such places as Columbia in New York, Lehigh in Pennsylvania and other places for concerts and who travelled



Dario Coletta

photo by

Shwiffs put down Dukes

By Robert Fisher

Tuesday night momentous musical history was made. The Dukesmen, the Yale close harmony group, met the reliable Conn Shwiffs on Conn's home turf.

The match opened with the Shwiffs belting out the traditional "Low Bridge." This was followed by "Pretty World" and "Taking it in." The Shwiffs then regrouped and continued to drive the large audience to ecstasy with "Hideaway," "Shore," and "Jukebox." In their final rally, the Shwiffs culminated their outstanding musical talent with "I get a kick out of you," "Rainy

Days," and "In the Still."

The jubilant and exciting attitude of the Shwiff team members created a tone of happiness and enjoyment which pleased the audience but intimidated the competition, the Dukesman.

With the Shwiffs establishing such rigid standards, the Dukesmen entered the field, apprehensive of their ability.

"Alexander's Ragtime Band" was the initial Duke number. The group seemed to possess definite talent, almost equal with Shwiffs prowess. Their repertoire was somewhat more elaborate, ranging from a French love song performed in French to "Day by

Day" from the Broadway show Godspell to a Yale interpretation of how the Wright Brothers, Newton, and Columbus made their contributions to the world.

The talent of the Dukesmen was outstanding and their performance was enjoyable. They represented stiff competition for the Shwiffs and possibly they would conquer these young ladies in another match on a different playing field.

This writer would have to allow his personal bias to intervene when stating that the Shwiffs easily surpassed the Dukesmen. But for the sake of maintaining his personal safety, he will.



Shwiffs shwing



# a sensitive artist

abroad last summer on tour; the Madrigal chorus perform only several large concerts. But without more male participation to begin with, exciting and more extensive concert tours cannot be scheduled. A stalemate . . . Perhaps Dario's most memorable experience with the Madrigals will be his role as Daniel in the operatic play, *The Song of Daniel*. For him, it was a totally new experience being performed in Latin as it was.

Dario's latest performance was in New Haven where he held the supporting role in *The Coronation of Poppea*, (*L'incoronazione di Poppea*, in Italian). He obtained this role through Mr. Jim Crabtree. This also was a very new and exciting experience for both Mr. Crabtree and Dario. First of all, this production was done in its native language, the first production in a foreign language for Jim Crabtree and the first in Italian for Dario. When asked how the turnout of people was for the production, Dario said that it was sold out at all of its performances. He felt that what helped people understand this opera, though in Italian, was that Mr. Crabtree (producer-director) purposely made all the actions of the characters of the opera very pointed and explicit. The elaborate set of this opera, just as important, if not more important than the stage set of other plays or musicals, also helped in portraying the coronation of Poppea. Besides, no one should go to any such production without briefly familiarizing themselves with a brief synopsis of the presentation first. In all, it was a very invigorating, meaningful, and opportune experience for Dario.

Presently, Dario has the lead of Mac the Knife in the Connecticut College production of *Three Penny Opera*. For Dario, this production is almost a "parody of opera." Dario really enjoys his role in the musical because he believes it has a "real message."

Besides this, he is presently studying the German lieder of Schubert. With this as background, he will be appearing in a student recital on April 12, 1973, presenting some of his Schubert Repertoire.



photo by mishkit

When asked what was in line for the immediate future, Dario talked excitedly about this summer when he hopes to be at the Long Wharf Theatre in New Haven. Through the efforts and collaboration largely of Jim Crabtree and Bill Harwood, the Long Wharf Theatre will present four productions including: *Carousel*, *The Marriage of Figaro*, *Don Giovanni*, and *Gypsy*. Hopefully Dario will be a member of the theatre group to experience such a tremendous opportunity and voyage through another phase of musical training.

Next year, Dario has vague desires of studying in Italy, most importantly because he wants to learn Italian fluently, as it is such an important language for his operatic career. To become a professional, Dario realizes that he must attain fluency in German, Italian, French and English to give full meaning to the original versions of the music he will want to sing. What better way than to live and study in the native country?

After finishing his four years at Connecticut College, Dario hopes to go onto Julliard or some graduate school. Asked if he ever thought he'd become famous, Dario replied, "Any person with some realized talent dreams of being well-known. At Connecticut College I've become well-known. But when I get out of here, I'll just be one of the many with my talents. I believe that to make it you not only need contacts and the talent to succeed, but you need the drive and incentive to make it." Something tells me that after he leaves, this baritone, with his excitement, knowledge, talent and incentive, is going to make all of Connecticut proud of his accomplishments.



combined choruses

photo by paine

## Combined Choruses Croon

Karen S. Winer

Sunday, April 8th was the date of the choral concert at the Lehigh University Glee Club and Connecticut College Chorus.

The overall impression at the performance was one of general disappointment, perhaps because the presentation did not quite meet the high standards which are usually anticipated in a Conn. Chorus concert. The performance seemed rather labored instead of natural flowing. And, the program was one generally lacking in needed color and inspiration.

The first piece in the program was a cantata by J.S. Bach: "Jesu meine Freude." The joined choruses displayed the very intellectualism, subtlety, and control required by this sacred religious Baroque work. The prevailing sound was one of reverence and wonderful, harmonious blend. The chorus seemed to work together rather than as separate entities but somehow a feeling of enthusiasm in their singing was lacking. A definite plus in the piece's favor however, was the impeccable harpsichord accompaniment of

Mr. John Anthony. Altogether the performance of this composition exhibited accuracy but lacked in fervor, in spite of the assured and zealous direction of Mr. Paul Althouse.

The next piece in the program was one by Heinrich Schotz. In his 84th Psalm Schotz has adopted the polyphoral style of the Venetian as well as the daring harmonies and text illustration of the early Baroque glorious and confident. It is the shades of mysticism, drama, energy and utmost expressiveness that mark the work of this composer. All were conveyed to a limited degree by the choruses.

The following section of the program was executed by the Lehigh Glee Club alone. They performed works by Alexander Agricola, Jacobus Gallos, Heinrich Schivtz, and Ralph Vaughan Williams. The Schivtz work, "Jubilate Deo in Chordis," was in its exuberant sounds and in its fine displays of counterpoint. The piece by Ralph Vaughan Williams, "Barlesca: Epitaph on John Jayberd of Diss" from *Five Tudor Portraits*, added a suc-

cessful comic touch to the program. They dynamics were grand, the singing and piano playing, fast and feverish. On the whole, the performance of this delightful piece was very admirable.

The high point of this entire concert came at its very end with a performance of the *Benedicite* by Ralph Vaughan Williams. This combined choruses were here accompanied by a string quintet (2 violins, viola, cello, and bass) and piano; and supplemented by a soprano soloist. The instrumental accompaniment had a tremendously enhancing effect with voices initiating instrumental themes and vice versa. It was characteristically expressive and rich in its harmonies, and seemed to vivify the entire atmosphere. The soprano soloist beautifully added to the choruses already very good performance in her pure and masterful singing. The beauty, serenity and vitality of this work brought the program to a magnificent close.

Thus, the concert did indeed have its high points though it did not satisfy the high set expectations of most.

## Miguel Rubio strums to perfection, charms audience

By KAREN WINER

On April 3rd, 1973, Dana Hall filled to capacity, to witness the command performance of the great virtuoso of Spanish Guitar, Miguel Rubio.

The program itself displayed the concert guitarist's tremendous abilities as a musician: it ranged from Classical composers of the 17th, 18th, and 19th centuries to South American and Spanish composers of the 20th century. Mr. Rubio seemed equally comfortable at each level demonstrating his far-reaching skills in the many and varied techniques and styles of the different composers.

The program began with a delightful piece by Gaspar Sanz: "Españoleta, Folias, and Canarias." There is a great variance of tempo in this composition as it travels from andante to allegro and approaches prestissimo; but Rubio handled the work with apt precision and flexibility. The work also appeals with its rich sonorities which Rubio somehow seemed to magically evoke from his guitar. One almost had the impression of sounds being caressed from the instrument.

Also, in this half of the program were two traditional Gavottes by J.S. Bach. In these pieces the guitarist demonstrated his

deftness in handling complex and exacting executions of Baroque artistry. His fingers seemed almost to glide effortlessly over the strings exhibiting remarkable dexterity. Mr. Rubio's style here is interesting. He appeared to hesitate at times, usually before the strumming of a full chord. Perhaps these were just intentional effective pauses.

Another classical piece, Mateo Carcassi's Prelude again showed Rubio's adroitness. This composition is fact-paced and somewhat chaotic, thus demanding dextrous fingering which the artist did, indeed, handle without flaw. The sound, here, is generally that of classical elegance yet, strangely, these are modulations into more chromatic harmonies, thus causing the work to be of compelling intrigue in its import.

This half of the concert ended with an extremely virtuosic work by the 17th century composer, Ferdinando Sor. The "Study, Allegro and Menuet" proved to be rather a playful piece in some passages and a very magnificent and evocative one in its other sections.

Other works performed were: *Fantasia* by Sylvius Leopold Weiss; *Greensleeves* by Ralph Vaughan Williams; an *Allegro* by Mavro Givliani; a *Capriccio* of

Ferdinando Carulli; and, finally, a *Sonata* by Domenico Scarlatti which showed vivid imagination and technical skill.

The second half of the concert began with Antonio Lauro's "Two Vals from Venezuela." The flavor and expression of the land in which this folk tune was written seems, definitely, to have been captured: Just when the piece seemed most sad it would lapse into extensive use of *ritardando* and then be immediately followed by lightness and spontaneous happiness. Mr. Rubio excellently conveyed the vivaciousness and directness of the music.

Outstanding in this part of the program was a work by Heitor Villa-Lobos: *Prelude No. 4* and *Dance in F minor*. Villa-Lobos was, perhaps, one of the most prolific composers of recent times. He dedicated himself to furthering Brazilian music in all its forms; and his compositions, therefore, take on the elements of Latin-American folksong. There are many interesting effects in this particular composition. In the *Prelude* there is a plucking of strings at their very base causing the guitar to sound almost like a mandolin. These notes are repeated in the traditional guitar effect. This extraordinary departure from the norm of

traditional guitar is followed by a slight pause after which the guitar breaks into the spirited and somewhat jazz-like *Dance*. The *Dance* seems almost humorous in its contrast to what has preceded. Rubio handled these rather outlandish effects with appropriate versatility.

Another fairly contemporary composer included in the program was Enrique Granados. From the works of this essentially Romantic Spanish composer, Mr. Rubio selected his *Andalusian Dance*. There is gradual movement in this piece from the depths of discordancy to the heights of melodious sonorities and interesting effect here, so poignantly treated by Rubio, was the plucking of the single notes. This composition displayed the elegance, harmonic complexity, and melodic poise of the 19th century composer.

Other compositions performed were: Agustin Barrios' "The Cathedral"; Raul Borges' "Aire Criollo"; Frederico M. Torroba's "Prelude and Fan danguillo," and Manuel de Falla's colorful Spanish yet impressionistic "FARVCO." All these works were executed with great accuracy and infinite expression.

To close the program, Mr. Rubio played three encores: The

(Continued On Page 8)



# Gunn shoots up Chapel with poetry

Thom Gunn was born in Gravesend, England, in 1929. After receiving his B.A. from Trinity College, Cambridge, he came to the United States as a student in 1954, studied at Stanford University, and was awarded an M.A. from Cambridge in 1958.

He has lived in Paris, Rome, and San Antonio, Texas, and since 1960 has made his home in San Francisco. From 1958 to 1966 he taught English at the University of California, Berkeley, beginning as a lecturer and reaching the level of associate professor. Since 1966 he has been devoting full time to writing. He has served as poetry reviewer for The Yale Review

and has contributed to a number of periodicals including Encounter, New Statesman, Poetry, and The New York Times Book Review. His books of poems include:

- Fighting Terms (Fantasy Press, 1954)
- The Sense of Movement (University of Chicago Press, 1957)
- My Sad Captains (University of Chicago Press, 1961) with Ted Hughes, Selected Poems (Faber, 1962)
- with Ander Gunn, Positives (Faber, 1966)
- Touch (University of Chicago Press, 1967)
- Moly (Faber, 1971)
- Mandrakes (to be published by

Rainbow Press, London, in 1973) Edited Selected Poems of Fulke Greville.

In 1955 Mr. Gunn was awarded the Levinson Prize, in 1959 the Somerset Maugham Award, and in 1964, he received a grant from the American Institute of Arts and Letters.

A grant from the Connecticut Commission on the Arts has made it possible for the Connecticut Poetry Circuit to bring Thom Gunn from the West Coast. He will be here April 15 at 4:00 p.m. in the crypt of Harkness Chapel to read his poetry.



## Spring dance concert planned

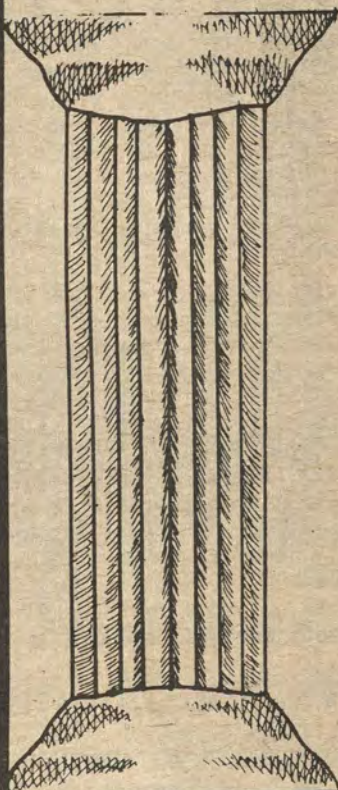
Debbie Duerr

On Wed., April 18, dance department students will present a collection of their own pieces. The concert, at 7:00 p.m. in the dance studio, will be structured as a studio workshop. This will give the students a chance to perform before an audience in an informal setting.

All the works which will be performed have been choreographed by dance students. Most of the pieces are individually choreographed, but there will be some group improvisation. The concert will be a mixture of styles, techniques, and personalities. It will include modern dance, jazz, ballet, and perhaps some as yet unnamed styles.

A presentation of this sort is beneficial for everyone involved. It gives dance students the chance to stretch their imaginations and their talents, and it gives the community an opportunity to see and enjoy those talents. So come and share in what a few Conn. students are doing.

## Campus column



NINA GEORGE  
(untitled poem)



kite-crazy  
whooshing up our ears  
and grass knee-tickling  
as we trip  
running  
the string through burning  
hands tangled  
laughter flies away  
with small giggles like  
the tail  
as with awkward guidance  
we are following  
a papered-bamboo  
dream.



## crossword

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### ACROSS

1. Partnership
8. Italian Dessert
15. Absence of Government
16. Ellington Tune
17. Returns on Payments
18. Marked With Lines
19. French Friend
20. Wait (2 wds.)
22. Branch of Accounting
23. Bon
24. Coverings

### DOWN

25. Bantu Language
26. Perform
29. Russian Measure
30. Follower of Zeno
32. Live and (2 wds.)
34. Cotton Fabric
36. Mouth: comb. form
37. Italian Number
38. Causes Irritation
42. Marine Animals
46. Etting and Roman
47. Cry of Anguish
49. Signified
50. Monkey
51. Peelings
53. Actor Erwin
54. Sports Organization
55. Arm Bones
56. Hebrew Letter: var.
57. Ceylonese Capital
60. Flickering
63. One Who Makes Possible
64. Mock
65. Natives of Aleppo
66. More Shrewd
1. Type of Candy
2. Sea
3. Natural Environment
4. Pro Nobis
5. Month (abbr.)
6. Belonging to Them
7. Heart Contraction
8. Duffs Golf Shot
9. Aches
10. Vase
11. Miss West
12. Standing
13. Miss Wood
14. Not Precise
21. Dove's Cry
27. Clerical Attire
28. Exhausts
30. Senator Thurmond
31. Has: Sp.
33. Man: Lat.
35. Chemical in Body
38. Actress Langford
39. Pleasing Sound
40. Of the Stars
41. Tars
42. Birthplace of Ragtime
43. House Warmer (2 wds.)
44. International Agreement
45. Speak Hesitantly
48. Tavern
51. Infielder Amaro
52. Lines of Stitching
58. Japanese Sash
59. Style Sheet
61. Famous College
62. Hunt



## Thomas Gunn answer to last weeks

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## Miguel Rubio strums

(Continued from Page 7)

well-known Flamenco piece, Malagvena; an Argentine composer's "Bumblebee;" and an anonymous "Spanish Romance.

Miguel Rubio's excellence,

expressiveness, and superlative craftsmanship were aptly rewarded by the audience's effusive standing ovation. And, thus, the final concert of the 1972-1973 Artist Series came to its conclusion.



# What to do when the sun comes out

By CAROL BOWMAN

What could one do on a Spring Day in New London providing its not foggy, raining or even snowing out? When a beautiful, warm, sunny day comes along the students of Connecticut College are in such a state of shock that by the time they recover, the day is over and we have to wait another two weeks until the next decent day comes along.

Now let's take a hypothetical circumstance that on an upcoming day you wake up and upon looking out your window you discover much to your surprise that there is not a cloud in the sky and the temperature promises to soar into the 60's. What would you do? It would be a shame to waste the day sitting in your room so here are some suggestions, whether they be good or bad, of places to go if just such a day happens to come along.

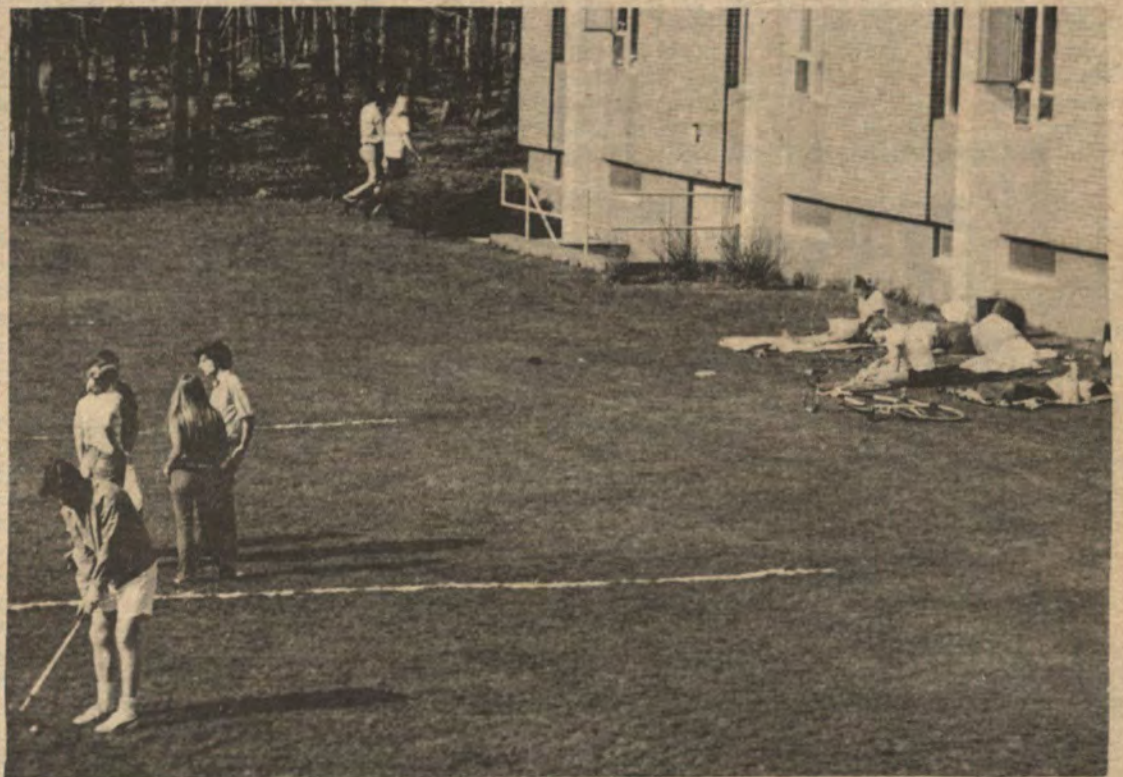
1. Starting close to home one could pay a visit to our own Arboretum which comprises a 350 acre tract of scenic land. Over 300 varieties of shrubs and trees are located in this area which makes it a very beautiful and peaceful spot to read a book or play a game of Frisbee.

2. For those who want to stay indoors, very shortly the Lyman Allyn Museum will reopen after a two year renovation. Included in the museum are collections of colonial silver, 18th and 19th century furniture, American and European Paintings as well as Oriental and Primitive Art. Hours are Tues.-Sat. 1-5 and Sun. 2-5.

3. If you're a Nature Nut then you might look into the Thames



photos by parkman and draper



Science Center located on Gallows Lane which is opened daily 1-5.

4. For those who are interested in the history of New London there are several places you can visit such as the Shaw Mansion located at 11 Beinman St. at Bank St. It served as Naval Headquarters for the state during the Revolution and contains an Historical Library. It's opened Tues.-Sat. 1-4 p.m. and costs 50c.

5. Or there's Ye Ancientest Burial Ground on Huntington St. where allegedly Benedict Arnold stood and watched the burning of New London in 1781. It contains a wide variety of old tombstones that are a lot of fun to read, especially at midnight.

6. How about Fort Griswold State Park on Monument St. in Groton which has a 135 foot monument erected in the memory of the 84 soldiers who were slain at that site in the Battle of 1781. From sunrise to sunset its the perfect point to get a majestic view of the Sound and the surrounding area.

7. If you're really ambitious and have a car you might want to go out to Harkness Memorial Park in Waterford. With its Formal Gardens and Italian Mansion that was once the summer home of the late Edward S. Harkness, you might like it.

8. Perhaps you'd like to go to Ocean Beach and take a stroll along the mile long beach. Its an interesting place to meet people, that's for sure.

Or just use your imagination. If you're stuck here on a weekend don't be depressed because

there's always something to do. Even taking a walk along the Thames up the railroad track to Mamacoke Island is a worthwhile expedition and think of the exercise. If none of these ideas inspires you then go fly a kite ... Honest.





# Campus Column continued

viable option: to choose among the plurality of ways of being in the world, one way with its LOGOS or intelligible structure, which he could then declare as the true way and the best arrangement. This is why there was no debate about the academic plan of the Academy, because the unity of the world and the unity of the city-state were taken as prior to and more important than the individuality and multiplicity of its members and citizens.

We can understand and evaluate our own sense of self and world. We can and we must understand and evaluate other persons' senses of self and world. But as citizens of the contemporary world, it is an expression of dogma and arrogance for any one of us to say that his sense of self and world, with its logos or rational structure, is in fact the only true sense of what it means to live with compassion and understanding in the contemporary world. And this is why the General Group requirements in the 1967 catalogue were wrong; they represented one LOGOS among many LOGOI, and we proceed to over-ride the irreducible plurality of LOGOI by

imposing one member of that plurality on all students.

That's one kind of mindlessness, but of course there is another, which is even worse. And that is to say to every student: just take courses; any course will do; any collection of courses is all right; so long as you are pleased and you can choose freely. I recall during the debate over the old General Group requirements that I argued very strenuously for the abolition of all requirements since I then believed as a self-evident principle that no requirements were better than any. What this means is a view from another old and very interesting Greek sophist named Gorgias who said: there is nothing; even if there were something, we couldn't know it; and even if we could know it, we couldn't communicate it. So, what the hell, do what you want, study what you want, — as long as it pleases you and you are not coerced. What you understand and the way you understand do not effect or influence who and what you are: in old fashioned terms, knowledge does not determine character.

And we do believe this, or at least we admit this not so much

by what we say, but instead by what we do. Think about the incoherence of our practice — the internal division, and plurality within ourselves, and especially the divorce which has occurred between our language, our ideas, our theories on the one side, and our feelings and values on the other. What about the student who studies the Lorenz transformation in modern physics during the morning, and during the afternoon of the very same day tells fortunes by reading Tarot cards? What about the professor who advocates radical social and economic reform of the major institutions of society to relieve and perhaps even to eliminate the oppression of persons, and then gives an hour examination on the insignificant footnotes and minor passages from the text book of his course? What about the fire engine red VOLKSWAGEN Super Beetle I saw the other day being driven from MacDonald's onto Coleman street with an enormous sticker on its rear window which said: "America. Love It or Leave It." We are afraid to see this kind of duplicity I think because we all share in it, and we don't want to be told that our understanding

and our feelings belong together in what used to be called the psyche or soul, and that sapiens or wisdom used to be a compelling virtue, which meant the fulfillment of the self, its satisfaction and coherence, and the excellence of the self which occurred as a consequence of that satisfaction and coherence — the whole self of feeling, imagination, values, commitments, aided every so often by understanding and reason. I don't believe that an academic institution should require much of anything except this: LOGOS, intelligible structure, meaningful symbolic forms, which enable each student to make sense out of who he is and of what his world is like, in the content of other and very different senses of self and world. I believe that a College should require this, and should provide the resources and the environment which encourage a student to understand and to feel as one.

When Mr. Cranz and I agreed to call our discussion here this evening, "What are we up to?" We noticed the marvelous ambiguity of that title. It means what have we done, why have we done it, and what are we reaching for. I want to conclude my remarks by reminding you what we all are reaching for. At the end of C.S. Lewis' *That Hideous Strength*, Lewis makes a remarkable admission concerning the distinction between good and evil through a speech by a character named Dimble. Dimble says:

You see — if one is thinking simply of goodness in the abstract, one soon reaches the fatal idea of something standardised — some common kind of life to which all nations ought to progress. Of course, there are universal rules to which all goodness must conform. But that's only the grammar of virtue. It's not there that the sap is. God doesn't make two blades of grass the same; how much less two saints, two matrons, two angels. The whole work of healing Earth depends on nursing that little spark, or incarnating that ghost, which is still alive in every real people, and different in each.

I'd like to say that if you think about education or understanding in the abstract, you soon reach the fatal idea of something standardised, some common kind of understanding, some common

kind of education, to which all persons ought to progress. Of course there are universal rules to which all understanding and education must conform. But that's only the grammar of understanding. It's not there that the sap is. That grammar is the sense of LOGOS, or intelligible structure, or arrangement of symbolic forms, which enables each of us to provide his own answer to the question of how we can manage to live with understanding and compassion in our world of irreducible plurality and occasional and very fragile community.

And since that's the grammar of understanding or education, and there is no standardised or common answer, we can relapse into the claim that there is no answer at all, and no sense of LOGOS or understanding. That is hideous. I recall in 2001 and *Childhood's End*, that Arthur Clarke portrays a race of extra-terrestrial creatures who are engaged in a marvelous kind of agriculture. They travel throughout the universe cultivating mind or intelligence. I don't want to claim an unlikely analogy between the Overlords and Connecticut College, but in this place we are engaged, not for the entire universe but just for ourselves, in that kind of agriculture, in the cultivation of mind or intelligence. It's a very delicate and quite precarious possession of ours.

What are we reaching for? The restoration of mind and compassion for some of us who happen to find ourselves living in the last quarter of the twentieth century. Man, says Nietzsche, is a rope stretched over an abyss. A dangerous across, a dangerous on the way, a dangerous looking back, a dangerous shuddering and stopping. I don't think we can remove either the danger or the abyss. We will always be moving across; we will always be on the way; we will always look back, and we will ever so often shudder and stop. But we can be far more than this, and it is my own myth that what occurs during the four years of an undergraduate education may be of some help in making us far more; and that our new academic plan does, in Lewis' words, nurse that little spark, incarnate that ghost, which is still alive in us, and is different in each of us: the spark, the ghost, the spirit of LOGOS and self, and world!

## Continued letter

To those of you who were unsuccessful in this election I would only like to ask for your continued participation in student government at Conn. Your support and efforts are not only welcomed but are essential to an effective student body.

To the winners, my congratulations and good wishes

for constructive and positive office and committee results.

The interest sparked by the recent elections is encouraging as is evidenced by the two-thirds quorum which was so easily obtained. Thank you for your continued support.

Richard Lichtenstein '75

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# Stroke, strive and win is crew's motto to victory

By Kevin Kelly

The men's crew team of Connecticut College opened its season in Middletown, Connecticut, against Middletown High School on Saturday, March 31. The lightweight boat started the year as expected by whipping Middletown by five lengths. The heavyweight boat lost a close race to a much more experienced crew.

The lightweight race was the second race of the afternoon, and Connecticut had a difficult act to follow as the Connecticut women's junior varsity boat had just won by six lengths. Connecticut had little trouble, however, as Roger Farrington coxed his boat into the lead at the start. With Gordon Milne stroking the team quickly pulled away to win by 22 seconds.

The heavyweights went out on the Connecticut River following victories by Connecticut's three other teams. Karl Christoffers' boat felt the pressure.

Connecticut jumped in front at the start (the first 20 strokes) but could not hold the lead. Mid-



photo by parkman

dletown came back and built a one length lead after the first 1500 meters of the 2000 meter race. Connecticut gradually began to

pull even and was only down by a few feet with 150 meters left. At this point the three years of experience which Middletown has

over Connecticut made the difference, Middletown began a terrific sprint to capture the race by one length.

Coach Bart Gullong felt the heavyweights had done a good job against an experienced team. The fact that they almost came from behind rather than quitting when initially down demonstrated a maturity beyond their years, possibly culled during two weeks in Florida.

The heavyweight boat is a young boat. Stroke, Doug Milne, Gordon's brother, is a junior. Richard Hartmann, Sandy Parkman, Dewey Dematatis, John

Chimoures, Matt Geller, and Richard Kadzis are all Freshman. Bowman Dave Peltz is a sophomore.

In the various regatta's, such as the Dad Vail and Callow Cup the lightweight boat will race as a freshman lightweight boat. Out of pure coincidence Wiley Kitchell, John Levine, Sandro Franchini, Matt Brown, Gordon Milne, Paul "Neuman" Kenworthy, Chris Dillon, and Steve Slirpe are all freshmen.

The big game for the last playoff position was established as the last game of the regular season—Freeman against Burdick II. The assembled multitudes and players were beaded with sweat not only from the heat but from tenseness and anticipation. The game played up to advanced notice.

An eight point second quarter by Freeman resulted in a 27-17 Burdick half-time lead but many were reminded of Burdick's Monday night swoon against the Faculty and indeed Burdick came through with a 10 point third quarter for a teetering 37-36 lead. It must have been hard for Burdick to perfect their 9 pt. fourth quarter drive for victory since the major difficulty was losing 50-46 as John Alderman and Rich Dreyfus saved most of their 15 and 17 game points for the fourth quarter. Brian Puglisi closed out his college career with a 16 point effort for Burdick but Doug Milne couldn't deliver his fifth personal foul much to the disappointment of his Five Foul Fan Club.

So through battered bodies, biting, scratching, bruises, scattered squeals, alternate dismay and euphoria, competence and forget it, we come to the end but really the beginning. Superior proven teams are in the offing and among Park, Harkness, Burdick I, J.A., Hamilton, the Faculty, Larabee I and Freeman we will have the best of the baddest teams. Assuming Burdick I doesn't withdraw and that Mr. G will be around my fearless forecast is for Big B to take the title but don't bet on it.

## Foul follies equals funny fumbles



photo by mishkit

By STU MEYERS

An independent research organization has just published findings to the effect that the increased incidence of high blood pressure, laryngitis, blisters, hardening of the arteries, bug eyes, clammy hands and l'air de socke was directly caused by the unbelievable exploits contributed by intramural basket-

ball last week. The way the games went to qualify for the playoffs, one might have thought a professional screenwriter was hired, but, then again, there was always a hint of fiction throughout the season.

Monday night Burdick II had the pleasure of meeting the Faculty in a must game to qualify for the play-offs. Not to be believed.

Burdick played some really fine solid ball but the Faculty kept chipping away at their 10 point lead until with two minutes left in the game, Mr. Zimmerman tied the score and then Bill Lessig added two more points with 12 seconds left. Who would think Ned Weissman would score to tie the game with one second remaining? Probably nobody but Ned.

The score was 56-56 going into three min. overtime period and Brian Puglisi had scored 24 points, Ned with 14 pts., Rodger Holden 10 pts. and Doug Milne had wrapped up the most Fouled Out (or is it fouled up) Award for Burdick while the Two Man Gang for the Faculty, Preble and

Lessig, popped in 28 and 21 points respectively. Who would have thought that the game would be decided by two free throws made by Bob Demicco with two seconds left in overtime? No one, not even Bob. Those two pts. led to Burdick's 58-56 nerve wracking, lip smacking win.

All good scripts need, after the climax, a little time to pause and relax and not be caught up in the action and the Morrison win over Wright provided these moments. Its a shame that Morrison didn't start their frenzied drive toward recognition and respectability earlier because they would have made the playoffs with one more win. As it is they put on a concerted effort that must have been an inspiration to someone at some time. Wes Chotoski scored 28 of Morrison's 58 points while Sandy Adelman hit 15 of Wright's 39 points.

Freeman entered the proceedings with a tune-up with Harkness for Burdick, but they experienced technical difficulties along the way with a 62-53 loss. It would have been easy for

Harkness for Burdick II, but they experienced technical difficulties along the way with a 62-53 loss. It would have been easy for Harkness to have let up since they were guaranteed a playoff spot but they would have nothing to do with charity (except at the foul line - they were 13 out of 16). The whole Harkness Horde got in the scoring, Kadell, Chaffee, De Gange, Nappi, while Freeman had to depend on John Alderman's 20 points.

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photo by parkman

## Crew strokes to victory

KEVIN B. KELLY

The Connecticut College crew team dominated a University of Rhode Island Regatta this past weekend by winning three events and placing second in another race. The men's heavyweights rowed their best of the season, though placing second. Connecticut beat two heavyweight boats while narrowly losing to a lightweight boat against which under normal circumstances it would not and will not have to compete. The women's junior varsity and varsity boats and the men's lightweight boats defeated their U.R.I. opposition by six lengths in each race.

Sixty degree weather made the strong headwinds and tricky course a little easier to row. The races were held on the Narrows River in Kingston, Island.

The women's races opened the program Saturday afternoon. Both teams took the lead within the first ten strokes of the race and continued to widen their advantages. The varsity boat actually had a ten length lead but halted 50 meters before the finish line due to confusion over lane markings. Both boats remain undefeated. The JV team has won both its meets. The varsity sports

a 4-0 record.

The freshman men's lightweight boat also picked up its second win of the season remaining undefeated. Following the lead of the women the lights took the lead immediately and lengthened it for a six length victory margin over 2000 meters. This victory was encouraging because the lights convincingly beat a boat which it had only narrowly defeated during the fall.

The entire team was placing the day's success on the heavyweight team as it had been the only boat the previous weekend not to win. There was restrained enthusiasm at first, but the whole shore came alive with cheers for Connecticut College when the heavyweights were seen to be in the lead and challenging for the lead.

The heavyweight race began with the U.R.I. lightweights and heavyweights, the Clark Heavyweights, and the Connecticut heavyweights. All four boats started evenly and stayed together. At the 35 second mark the U.R.I. heavyweight stroke's

seat came off the track. If it had happened five seconds earlier, the race could have been stopped for the necessary repairs and started all over again. Instead U.R.I. came to a stop, fixed the seat and started again. It was quickly back in the pack.

After 1250 meters of the 2000 meter race Connecticut and the U.R.I. lights were leading by just a few feet with Connecticut leading U.R.I. just slightly.

With five hundred meters left the U.R.I. lights started sprinting, passing Connecticut and gaining open water for a two length lead. The U.R.I. heavies and Clark began to pass Connecticut. With 250 meters Connecticut began its sprint to pass U.R.I. and Clark and close in on the dying U.R.I. lights, but the race wasn't long enough.

The U.R.I. lights won by eight seconds or just over a length with Connecticut two seconds ahead of the U.R.I. heavies. Clark placed fourth. The four Connecticut College boats have a combined record of 10 wins and 2 losses.

Connecticut lost to a team that it will never race again and defeated two teams which it will see several more times this season in various regattas.

This coming weekend will be one of the busiest and most important of the entire season for the crew team. At 10:30 Saturday morning the Connecticut women's boats will race Wellesley and Princeton, last year's NEAWRC champion, either on the Thames River at the Yale boathouse in Gales Ferry or at the Blood Street Sculls boat house at Rogers Lake in Old Lyme. Watch for notices.

The Connecticut women have established supremacy in the south and in Connecticut by defeating the best teams. Now they will be attempting to make themselves the best women's team on the east coast. After Princeton on Saturday the women go to the Davenport Cup races in Lowell, Massachusetts, where they will possibly meet the top women's rowing club, the Vesper Boat Club from Philadelphia, and also possibly Radcliffe, the other premier college team.

The men's teams will also compete in the Davenport races Sunday where they will again face U.R.I. and Clark as well as many of the other top small college teams in New England.

## Pundit Profile: Mark Gottesdiener

Marc Gottesdiener celebrated his twentieth birthday last Sunday by running twenty miles through the snow.

In his room in Harkness, as he gathered a warm outfit for the run, the slight-framed sophomore shared his thoughts on running in the 26-mile Boston Marathon next Monday.

The biggest and most glamorous race in the world is expected to draw 2,000 international participants. Marc said he would like to come in between 150 and 200. Last month, he was 29 in a smaller 26-miler in Middletown, and had a time of three hours.

"I'm never looking for a win. It's always in the back of everybody's mind to win what you're doing, I suppose. If things turn out in a race that I'm ahead, then I'm a little bit ahead of what's behind me."

He called his long distance running career at New London High School "consistent" but "not outstanding." Last fall, during the first season of the Conn College cross country team, Marc set some impressive course records, including one at the Coast Guard Academy.

In the meantime, he says he has been given some "spiritual help" from two famous local runners: former Boston Marathon winners Amby Burfoot and John Kelley. "Knowing that they are going to be in the race will give me an edge," he said.

In the race, will he expect to get "second wind?" "That's hard to say. I suppose you have to have first wind to start with. After a while you get a sudden 'whim' — not a 'wind' — and you want to pick it up a little. You just hope you have enough 'whims' to get you through the race."

Marc said he has been running an average of 50 miles a week to get in shape for the Boston Marathon. He stressed that he was "no fanatic about running," however. Some days, he said, "If I don't feel like running I don't run. You have to get up for a run."

He said that more important than winning "is the feeling of satisfaction when he gets near the end of a race and finishes."

The Middletown marathon taught him that "the last five or six miles are killers." He said, "You're tormented whether to finish or not because you "are undergoing a lot of body fits. You don't have any energy to burn off — you're just going on your pure self. I enjoy that, digging into yourself and exposing yourself to everything that's available. When I'm finished, I have a good feeling because I don't have to run anymore today."



photo by mishkit

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