Trustees hear students on vital campus issues

By KATIE PAINE

Before this year the Trustees of Connecticut College were considered by many as an amorphous mass, which ran thecollege from some castle in the sky that every one should stand in awe of. Starting with the open trustee meeting last month and continuing with an informal coffee faculty last Friday night, the students and the Trustees are finally getting acquainted.

Along with the Trustees at the meeting were the Deans of the College, the presidents of the class, student government officers, and representatives of various groups on the campus including Pundi, the Academic Policy Committee, the Budget Committee, the Summer Study Committee, and the Social Board.

The meeting got under way with Vice President Richard Lichtenstein raising what he considered to be some of the most important issues on campus. He expressed concern about the financial situation of the college and the priorities under which we had been working. Specifically he wondered whether the college will be around long enough to use the new library.

Mary von Bourgondien from the Budget Committee answered some of Lichtenstein’s questions. She also reported that although there is a large deficit this year the committee has worked hard to reduce or eliminate it for the whole semester system. She reassured both the Trustees and Mr. Lichtenstein that the college would have the money to cover the operating expenses and build the library.

Laurie Lesser then introduced Mary Cerreto to explain the achievements of the Summer Study Committee. In the brief space of about ten minutes Miss Cerreto explained some of the questions with which the committee had to deal concerning the meaning of liberal arts education and the results that they came up with. The new academic plan was described and new requirements explained.

As a sequel to the Summer study report, Sukie Stone discussed the course evaluation booklet that is to be published next fall. She explained the reasons and history behind it and made the Trustees aware of both the pitfalls and advantages to a student evaluation of the courses offered. She made it clear that this was not to be merely a few students sounding off about a particular professor but instead it would be carefully researched and the results objectively analyzed.

The calendar issue was the next to come up. Warren Erikson reported on what he termed the "wasted semester," referring to the time and energy that went into revising the calendar that produced no results. He spoke of the frustration of continually polling the students concerning the meaning of liberal arts education and the results that they came up with. The new academic plan was described and new requirements explained.

By DIANE L. PIKE

The housefellow program at Connecticut College is a successful and popular one, and the selection of students each year is a difficult process. This year, as always, the competition was great and it was difficult to choose among seventy good people for the twenty-one available positions.

The positions are open to seniors, according to Dean Watson who is in charge of the program, and the students are selected through a series of interviews.

There is an initial interview with Dean Watson followed by two group interviews consisting of three or four present housefellows and six other candidates.

There is no established pattern for what makes a good housefellow, but the qualities of maturity, leadership, dependability, and availability are desired. There are no grade standards, but the student is expected to be "all together in the whole semester system. He referred specifically to either a 3-1-4 or 3-2-3 system.

To end the reports on a lighter note, Doug Milne discussed briefly on the activities of the Social Board, the Cro Committee and the Crew team. He explained the purposes and goal of the proposed bar in Croiter Williams, assuring the trustees that communication would increase on campus if everyone could go to Cro "to have a couple of beers to loosen up." His report on the athletic activities of the campus reflected a distinctly male chauvinistic attitude as he totally neglected the women’s teams. He felt that more money should be allotted to sports as at the moment most expenses, (Continued On Page 11)

New Trustee selected

Charles A. Pinderhughes, M.D., of Boston, considered one of the most distinguished black psychiatrists practicing in the United States, Saturday was elected to serve on the Connecticut College Board of Trustees.

Dr. Pinderhughes holds the respect of lay and professional colleagues alike for the broad range of his activities: he teaches, consults and does research.

He presently holds three major psychiatric posts at Boston. He is professor of psychiatry at Boston University School of Medicine, director of psychiatric research at Boston Veterans Administration Hospital, and lecturer in psychiatry at Harvard Medical School.

With Professor Eveline Omwake of Connecticut College, Dr. Pinderhughes was one of 12 psychiatrists practicing in the United States, Saturday was elected to serve on the Connecticut College Board of Trustees.

Dr. Charles Pinderhughes members of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior.

In 1969 the American Psychological Association urged that every person in your dorm willing to help you with any problem a student might have.

The housefellows for the next year are as follows:

Abby — Ronald Sweet; Addams — H. James Hamill, Jr.; Blunt — Winston White; Bradford — Susan Wittpenn; Blackstone — Burdick — Mark Vokey; Freeman — Anita DeFrantz; Hamilton — Barry Steinberg; Harkness — Jonathan Gold; Knowlton — Deborah Hoff; Lambdin — Warren Erickson; Larrabee — Douglas Milne; Lazrus — Linda Wittmershaus; Marshall — David Shuman; Morrison — Mary Van Bourgondien; Park — Patricia Whittaker; Plant — Anne Swallow; Smith — Carol Hamsev; Vinal — Sharon Martin; Windham — C. Jean Woodbridge; Wright — Barbara Herbst.

Dr. Charles Pinderhughes
Diary of a Mad Week: The racial question

By Kathy McGlynn

Last week at this time, this college community became entangled in a controversy over the housing policy as outlined by President Shain in which it was stated that the Black students would be excluded from participation in the campus lottery. Petitions were circulated denouncing this Presidential directive as “preference treatment” conducive to a segregated atmosphere. Students confronted other students in the classrooms, the Post Office and their dormitories. The pressure had burst its top. Where had it begun?

In the beginning of the week, rumors had been circulating that President Shain had sent a letter to Afro-Ame indicating to them that Blackstone would remain a Black Cultural Center and that all Black students who did not get into Blackstone would be allowed to choose rooms in the six dormitories which compose the central campus area. On Wednesday, April 11 the Student Assembly was informed of this directive by Louise DeCamp who explained the major element. It was not until Thursday morning that the entire community was made aware of the plan through an article in this paper.

Students became upset. There had been no formal announcement issued to the community before the article in this paper. The situation was extremely tense. On the evening Mike Lederman, Pat Whittaker and Laurie Lessier went to Blackstone to inform members of Afro-Ame of the need for an assembly.

At meeting, it was decided that further attention would be directed to President Shain on Friday morning the Officers of the Student Body met with Dean Watson, Dean Coble, Dean Johnson, Dean Grady and President Shain. In that meeting, it was decided to convene a special session of the Student Assembly. On that same day, President Shain was asked to write an explanation of his actions. President Shain, the special session of the Student Assembly was held. Attending the meeting were many members of Afro-Am.

Dean Watson, Dean Coble, Dean Johnson among the Student Assembly members who attended. At that meeting, copies of President Shain’s letter explicating the rationale behind his decision were distributed to those attending. As a result of the explanation offered within the letter and the discussion which occurred during the meeting, it was decided that President Shain should be reprimanded and censured for the explanation of the dormitory capacities.

In his letter, President Shain stated previously, explained his rationale for allowing Black students to live in dormitories from the Central campus area without being subjected to the “number game.” This explanation is worthy of quoting in full:

"Let me first state the facts about the housing of Black students next year that were recently announced in Pundit. Blackstone is considered a coeducational housing facility. All additional Black students who wish to do so may be housed with Black students in all the dormitories which compose the central campus area. No dormitory will be forced to have more than twenty-five per cent Black students.”

The College now enrolls 101 full-time Black students. Of these, 86 are resident. All but 6 of these 86 at present reside in the central campus area, 52 live in Larrabee, 14 in Smith-Burke, 3 in Bradford. A majority of the College’s Black students live in integrated dorms. At present six per cent of the College’s population is Black. If this percentage does not increase during the spring’s admissions, about 35 new Black students will be admitted. Eleven residential Black students graduate. Therefore, if all the new Black students who are residential, there will be 14 more Black students in residential next year.

Forty-two women of this total will presumably be housed in Blackstone. Forty-nine others will be housed in the other six dorms, according to our version of coeducational housing, that is 409 people housing 86 Black students, 409 residential places in these six dorms. Only twelve per cent of these places will be used by Black students.

I believe these facts indicate the following sensible directions of our present housing policy. To address the concerns of some white students, we do not yet have enough Black students in our college to significantly more than a small section of our campus. To address the concerns of the Black students, a large area of marked housing without sacrificing these students’ status and recognized need for a “campus neighborhood,” easy companionship and the chance to eat together.

I would like to add these comments to the defense of this housing policy. I do not believe that to allow housing priorities to be decreased.

Letters to the editor

To the editor:

In an attempt to resolve the issue of the Ad Hoc Housing Committee regarding this years housing of Black students, the Pundit reported that an "all Black dormitory will take place outside the lottery." As a member of the student body, I found this practice discriminatory and an objective of the new lottery system to create a fair means of housing selection. The new lottery does not allow students of any group of remaining in their own dorms. This provision will cause the students to reconsider their chances in relocating, either as a group or individually. Why however are the Black students not subjected to the same treatment as the rest of the student body? I believe that equality would be served if all students were required to enter the new lottery system.

The Pundit stated that "every dorm has an equal chance and is fair." I clearly cannot see the case. The Black students will select a dorm outside of the lottery. This preferential treatment denies them an opportunity for a fair chance, for the non-Black students will make their selection according to the lottery number and be assigned dorms. Furthermore, no Black students will be allowed to dorms in the complex which indicates the fairness of the new lottery system.

I am afraid that there will be discontent among the student body if the new lottery is instituted. I strongly suggest that the Ad Hoc Housing Committee reconsider its decision before this year’s lottery takes place. I believe it would benefit all concerned.

By Kathy McGlynn

Penn State University

Chairman

Dear Miss Dylan: I am writing to inform you that I would like to help with the Student Assembly on Friday night. I would like to inform you of the time and place. The Student Assembly will be held in the Student Union at 8:00 p.m. I would like to inform you of the time and place. The Student Assembly will be held in the Student Union at 8:00 p.m.

Sincerely yours,

[Signature]

Phone Number

Please return to Box 983.
Robert Hayden

Recently he co-authored How I Write (1972) and edited the modern American poetry section of The United States in Literature as well as Afro-American Literature: An Introduction. The list goes on.

Likewise the awards Mr. Hayden has received are too numerous to enumerate herein. To mention a few very important literary awards, in 1970 he received the Russell, Loines Award for Poetry from the National Institute of Arts and Letters; and in 1966 he was presented the Gran Prix de la Poésie by the Literarischer Komitee of the First World Festival of Negro Arts, Dakar, Senegal.

In 1968, Choice magazine recognized Hayden as: The rarest poetic talent of any Negro poet in America. His major talent and poetic coming of age without regard to race or creed. Indeed he is. Once during an interview, Hayden made the following statement:

"When I was a child, we lived in an old, broken-down house. The neighborhood was ugly and there was violence, but I could endure it, because I liked poetry. It gave me a vision of something quite different."

Fortunately for us here at Conn, we will be able to share that vision with this most remarkable man.

Robert Hayden

By CHRISTOPHER WRIGHT

President Shain's notice of April 13 concerning the unique privilege to be given to Black students for next year's housing facilities is full of remarkably vague, contradictory, and ambiguous phrases which attempt to defend an unjust and unfair measure for reconciling a racial conflict. Hayden suggests that in order to develop a "campus neighborhood," the administration should house all the Black students in the central campus area. What is it that creates a "campus neighborhood," certainly don't know and I wonder if anyone does? The administration's convenient answer is: that companionship and a chance to eat together are components of a "campus neighborhood," so it is easy companionship means not having to walk far to see a friend and that in order to eat together people must live together. A student at this college can eat in any dorm or he or she chooses if they're willing to walk to it. Two of the largest dormitories of the central campus area--K.B.

and Larrabee--have their own dining rooms as does any dorm not in the central campus area, so surely that is a major factor for the proposal. So, perhaps it is being suggested that all the Blacks could eat together in Smith-Burdick if they lived in the six dorm areas, but surely that would cause remarkable overcrowding and overstressing in an already full dining room, as well as a reduction of White space which, it is under Shain's proposal and may even lead to a "Black dining room." It is also suggested that easy companionship is best accomplished if students live in separate dorm clusters. If this logic and concern could not be carried further and soon a President Shain would order that professors' offices be located closer to the distant 'complex' so that students there would have a difficult time developing easy companionship with professors, which surely is equally important to get an academic institution. Indeed the situation would be made easier for Black students by their exclusion from the lottery, it would be easier for every student if he could be excluded from the lottery, and just live where he thought it would be most convenient to be with his friends.

To deny that Black students in this community have a difficult time due to their striking minority would be to deny the obvious, but one must question the proposed mode for alleviating those difficulties. Favorism or discrimination due to race or color is totally contrary to the ideals of this institution as well as the legal and judicial systems of this country. President Shain appears to agree, yet bluntly visually suggests that White students are to be appeased by President Shain's statements about the efforts being made to integrate Blackstone and Black students within the campus community. Theirvalidity only especially when two years ago I consulted President Shain after the Black students seceded Fanning and he told me that Blackstone is considered a cultural center, not a dorm, and therefore does not comply with present laws, segregated. Yet he writes, "I will continue to work closely with Black students to return it to the dormitory lottery." I am still confused and perplexed as to how on earth President Shain is enforcing segregation.

Black students need a cultural center economic and social to realize this need provide them; they serve as a vital home base for the students, and those students continue. Yet, I favor toward Blacks and their segregation from crucial college processes which seem natural to me but is likely to kindle animosity. Integration is vital for unseparating, is essential for better race relations, a goal we all should try to achieve, black or white. Black students are just as capable of walking to Blackstone or any campus dining room as any other student and Black students could do anything ill will or grievance from White students, which may result from their privileged exclusion from the lottery, by joining the lottery with the other students and perhaps trying to obtain groups in rooms, which would not be difficult. Of course the central campus area is the most sought after dorm group, but if they have easy access to other Black students is most important the complex is not the most preferred area in which to live as the central campus area. President Shain does make an excellent proposal which is that, "it is now time for all students... to step into that empty place in our community-government..."

It is not too late to express yourself on this issue or perhaps to strongly urge President Shain to reconsider.

Perhaps to strongly urge President Shain to reconsider.

In this Fall semester there is a petition to be signed with each five president who urges students to be part of the lottery, and can be sent to the President's office before room decision are made on Monday.

Government gossip

By Paul Lantz

Shaw's Cove Referendum was passed and 60 per cent of the total valid votes were cast.

The Freshmen Orientation petitions were responded to so favorably by President Shain that they were permitted to remain until Wed., Sep. 5th, and there will be no classes the first Saturday but they will be held the second Sat.

The election board was pleased to announce that a two-thirds quorum was finally reached in the last election.

The Cro-Cornmittee discussed their proposed plan for a bar in the Main Lounge for next year.

The Ad-Hoc Housing Committee discussed this year's lottery and emphasized the importance of properly filling out the cards and returning them to Dean Smith-Burdick if they lived in an old, broken-down house. The neighborhood was ugly and there was violence, but I could endure it, because I liked poetry. It gave me a vision of something quite different. Fortunately for us here at Conn, we will be able to share that vision with this most remarkable man.

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By JASON FRANK and WENDY SANDERS

CALENDAR REFORM--THE PLOTTING PERSPECTIVE

3:00 a.m. A young student pores over his books and means. Scenario: "Three papers, four finals, two weeks, and only five days to get me through!"

"The Cry Goes Out For Calendar Reform!"

Such is the plight of many under our present calendar of academic suicide, which one of us, students and professors alike, has not felt the pressure of too much work and too little time to do it.

What is needed--you guessed it--is a radical change. It is possible to construct a freer, easier, and more meaningful academic calendar.

Starting after Labor Day, a good summer vacation is needed. School and the students, the first semester would consist of eleven four-week courses. Thus, there would be a three-week break from early December to early January. The second, one-course mini-semester would consist of four or five weeks of intensive study in one area. The last semester would consist of four to six weeks, thus, giving us two semester this year, starting and ending about two weeks later.

Many of the advantages of this system can be found in the opportunities arising during the one-month, one-course mini-semester. Many options would be available to the student, including work-study, independent study, and intensive course study, all of these really unavailable under the present system.

Work-study would enable students to see the practical applications of their classroom tedium. Industrial sociology could never seem quite so alive--or dead--as in an assembly line. Since students are not in the classroom, taking up faculty time and classroom space, but are still getting a real education as well as making some money, the college can derive substantial economic benefits from this program.

Using one-month period for independent study would enable a student to concentrate all his efforts in one area without having to work on three other courses at the same time. This program would benefit the college economically, much in the same way as would work-study.

For those uncertain of their interests or unwilling to work (no insult intended), one-course programs would be available. This could encourage the college to develop new and more interesting courses which would be better suited to one-month study.

Overall, a 3-4-1 calendar would prove to be better for the entire college community -- students, faculty, and administration. This radical, rational alternative is well worth serious consideration by all.

RAM AMBLINGS

By JASON FRANK and WENDY SANDERS

The Ad-Hoc Housing Committee discussed this year's lottery and emphasized the importance of properly filling out the cards and returning them to Dean Smith-Burdick if they lived in a house. The neighborhood was ugly and there was violence, but I could endure it, because I liked poetry. It gave me a vision of something quite different. Fortunately for us here at Conn, we will be able to share that vision with this most remarkable man.

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Overall, a 3-4-1 calendar would prove to be better for the entire college community -- students, faculty, and administration. This radical, rational alternative is well worth serious consideration by all.

RAM MEETING TUES. 7:30 MARSHALL.
music
By Karen Winer

notes
Organ recital in chapel

On Friday, April 13, a considerable crowd of people gathered in the Harness Chapel to partake of an organ recital given by Mr. John Anthony. In the author's opinion, organ music is a somewhat esoteric type of music. It seems that it is only a select number who can truly enjoy and appreciate a concert of this nature. However, Mr. Anthony's performance on Friday evening seemed, almost, to reach out and encompass all present with its grandeur. The organist began with a work of the Baroque composer, Francois Couperin: "Selections from Messe Pour les Paroisses." Couperin, in all his music, was primarily concerned with the perfection of small detail and indeed, Mr. Anthony was attentive to this interest. He handled each contrasting section of the composition with equal dexterity, mastery, and elegance.

The next piece in the program was one by J.S. Bach: Sonata No. 2 in G minor BWV 526. This work seemed to charm the audience as it began with its delightful Vivace. In this fast-paced movement there was superb trilling and complex contrapuntal textures which were both handled with marvelous dextrous control. The composition also contained a beautiful Largo and Allegro. Both were played very admirably in light of the technically difficult demands of each. The recital then continued to include "Variations on a Sacred Song" by Samuel Scheidt and Sonata No. 1 (1687) by Paul Hindemith. The contemporary Hindemith work with its chromatic harmonies and dissonances provided an interesting contrast to the preceding Baroque pieces. It presented novel and strange sonorities (while maintaining classical form). The last chord, in particular, was one of harmonic interest as it somehow evoked a supreme solemnity and seemed to leave all in a kind of awed suspension.

The final work of the program was the grand Fantasia and Fugue C minor BWV 542 by J.S. Bach. Mr. Anthony played the explosive, bold and dynamic chords throughout with appropriate vigor. As the composition became progressively more complex, Mr. Anthony again displayed flawless treatment. This piece aptly closed an enjoyable evening of magnificent music and performance.

Windo (K64), this work was well practiced and well presented. The only non-faculty member playing was Judith Kulp on oboe who was, of course excellent. William Nemeth's French horn, Ralph Loorm's clarinet and Jeffrey DeFonzo's oboe were all very well played. While Ms. Jacynowicz piano playing was technically good, she seemed particularly lifeless.

The intermission was followed by the work that everyone had waited to hear: The Quintet in E-flat, by Professor Charles Shackford. Excellently played by instrumentalists from Yale, this work featured clarinet, French horn, violin, viola, and cello. This reviewer feels that it is too close both in time and relationship to Mr. Shackford to accurately evaluate the work as a composition. It was without a doubt well received as an obviously sensitive work.

music
By Lincoln Baxter

notes
Shackford's work premiered

On Tuesday April 10 a faculty recital was performed in which the faculty performers were out numbered by the "outside" performers almost two to one. Three works were on the program, the last of which was the premiere of the last work by Professor Charles Shackford. The program began with the Divertimento No. (K188) of Mozart. In six movements this work presented the sounds of two flutes, five trumpets, and four tympani. It was an interesting work, for the tympani was used as the bass. It is a difficult work to perform for it is very easy for the trumpets to overpower the flutes. It could have used a little more practice for its performance was shaky.

Second on the program was the Mozart Quintet for Piano and Winds (K451). This work was well practiced and well presented. The only non-faculty member playing was Judith Kulp on oboe who was, of course excellent. William Nemeth's French horn, Ralph Loorm's clarinet and Jeffrey DeFonzo's oboe were all very well played. While Ms. Jacynowicz piano playing was technically good, she seemed particularly lifeless.

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Parents Weekend preview

BY CAROL M. MORRIS
In the past Parents Weekend has primarily been geared to entertaining parents and families few opportunities for exposure to College life. This year, however, the more serious matter of college education will be equally stressed.
While the traditional activities, the Horse Show, the performance by the Comb Walk, and the Junior Show will again appear, the 1973 Parents Weekend undoubtedly reflects a campus about the type and quality of education students are receiving at Connecticut College. It is that such lectures and discussions not only will provide students and parents with a chance to be better acquainted with the teaching staff, but also will illustrate the various programs available for junior college. This added dimension to Parents Weekend undoubtedly reflects an increasing concern about the campus type and quality of education students are receiving at Connecticut College.
Moreover, on Saturday, April 28 at 8:30 p.m., the National Theatre Institute Bus Company will present its Spring Production, Julian, based on a story by Flaubert, and A Servant of Two Masters, taken from the play by Goldoni. Both shows were adapted by Kenneth Cavander and composed by Barbara Damashek.
Saturday afternoon features the President's reception with entertainment by The Jazz Ensemble. A reception on the College Green given by President and Mrs. Shain will immediately follow the Assembly. (Should it rain, the reception will be held in Cio.)
Crew Races and Shell Chirstening will highlight the latter part of the afternoon. Those people interested in attending are encouraged to sign up in advance before 2:00 p.m. if they wish to go on the cruise.
The Connecticut College board of trustees in Saturday re-elected The Hon. Ella T. Grasso, Democratic representative from the sixth Congressional district, and Harvey Picker, dean of the Columbia University School of International Affairs, for a six-year term.

Dean Picker was first elected a trustee in December, 1958. Ms. Grasso has served since January, 1969.

Also at last weekend's annual meeting the board accepted with reluctance and regret the resignations of two long-serving members whose joint tenure amounts to 71 years. Both Dr. Esther L. Batchelder of Rome, Italy, and Mrs. Charlotte Keefe Charleston, New York City are alumni of the college and were members of the first class to graduate in 1913. Dr. Batchelder is the former director of the Food and Nutrition division of the U.S. Department of Agriculture. She was a member of the War Department's food mission to Germany in 1947 and served on the organization sent to Japan by the government in 1949.

In 1920 the nutrition unit was elected to a three-year term as an exchange with the college. She has served continuously since 1956 as a regular member.

Mrs. Durward was headmistress of the Dalton Schools in New York City from 1924 to 1954. In 1954 she was appointed as a member of the college board. She now concludes 32 years as a Connecticut College trustee.

By MAXINE OLDENMAN

Hey man, like ya know what I mean? Like, ya know I was. ya know, telling this friend of mine, flat now and as obsolete as like, wow, that place is such a levant has become totally pollution lost its initial derogatory impact dealing with water... could be just about anybody on a "relationship") has lost all its has itself culture of any kind unless your Webster? That's not my Utenlion hi exaggerating a little but people liberation" is now too predict-ive which are attached to in Petri dishes in a lab... has no actually... if if... I question the imagination of the isn't Maxine the cool one, who the "rip-off" among others. As with that old favorite, the "sexual... I, if any. Another extreme perhaps but if... I thought the idea of getting into... of interns~~a w~ek of orientation. Ms. Vorrhees continued, "it is... weeks of interns~~a w~ek of orientation. Ight . weeks of interns~~a w~ek of orientation. And sophomores from Conne: openings for junior... of trustees on saturday re-elected Ella T. Grasso, Hon, to five year... of the War Depart-... a regular member.

By EDWARD JULIUS

ACROSS
1. Don's Side Port
10. Fashionable
22. Spanish Friend
26. struking
28. Spanish Friend
33. Spanish Friend
34. 25-across
38. 25-across
40. Church Official
42. Danube Tribu'tary
45. Love of Art
49. Fortifications
50. Watercolor
51. Frenchwoman
53. Jesus
54. Tape Recorder
55. Musical Instrument
56. Columnar Rock
58. Student
59. Columnar Rock
60. Infe~ior Substitute
61. Row of Seats
62. Infe~ior Substitute
63. Slat Element
64. Row of Seats
66. Tape Recorder
67. Musical Instrument
68. Tape Recorder
70. Student
72. Slat Element

Down
1. Fits of Intoxication
2. Rhetorical
3. Critical
4. Fable
5. Columnar Rock
6. Spanish Friend
7. Site of the Battle of
8. The Bad Seed
9. Typography
town
10. Business
12. Female Camel
13. Falsehood
deceived
city
14. Spanish Friend
15. Nationality
16. Spanish Friend
17. Spanish Friend
18. Church Official
19. Church Official
20. Church Official
21. Church Official
22. Spanish Friend
23. Spanish Friend
24. Spanish Friend
25. Spanish Friend
26. Spanish Friend
27. Ever and
28. Spanish Friend
29. Spanish Friend
30. Spanish Friend
31. Spanish Friend
32. Spanish Friend
33. Spanish Friend
34. Spanish Friend
35. Spanish Friend
36. Spanish Friend
37. Spanish Friend
38. Spanish Friend
39. Spanish Friend
40. Spanish Friend
41. Spanish Friend
42. Spanish Friend
43. Spanish Friend
44. Spanish Friend
45. Love of Art
46. Row of Seats
47. Row of Seats
48. Row of Seats
49. Row of Seats
50. Row of Seats
51. Row of Seats
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The roof is raised: Lyman Allyn reopens

By DEBBIE DUERR

Last week the Lyman Allyn Museum was reopened after nearly a year and a half of renovations. The changes in the museum have made it a far more interesting place to visit.

The extensive renovations of the building included installing a new elevator, a new access road, a different facade on the west side of the building, and the raising of the roof. The new roof allows for more adequate storage of the museum's artifacts. And because of the higher ceilings, many items which have never been displayed before can now be put on exhibit in five new donor galleries.

Those who have visited the museum before will be surprised at the number of new displays. And those who have never been there will find it a lovely place to spend a few hours. There are paintings, artifacts, jewelry, and statues from all places and all eras. There is a superb collection of Chinese and Japanese art and relics. You can see African, Byzantine, Arabic, Persian, Mayan, Egyptian, Greek, Roman, and American Primitive items. One gallery is devoted to religious works. There are two galleries for changing exhibits, the familiar and ever-amazing doll houses, and even a Renior statue. The building itself is lovely and the display arrangements really interesting. So make a visit to the new Lyman Allyn. It's well worth it.
BY ERIC MCKENZIE

The Drop-in Learning Center, a tall white building on the left hand side of Federal Street here in New London, bustles with enthusiastic youngsters from age groups. The hours are between the hours of two and six o’clock each day. For instance, as soon as Allison Miskett and I entered the work shop, we found two boys avidly assembling Spanish galleons while another boy was asking one of the volunteers, Axel Westerberg, how to use a drill. After explaining its use to the boy Mr. Westerberg escorted us up two flights of stairs to the gaily spray-painted second floor and ushered us into the small office of Mrs. Hamilton, the Center’s director. She greeted us very affably and for the next hour through intermittent visits and phone calls, she explained the Center and its many purposes.

She began by outlining the Center’s history, its members and its supporters. It first opened its doors in September, 1970 with Mrs. Nancy Shiber as the director. Five Vista Volunteers supervise the activities and only Mrs. Hamilton is paid. She emphasized the point that the organization is wholly community sponsored. Though the Center primarily serves the recreational needs of the youth from the Wardrop, Buckely, Thames and Model Cities area, it is open to all of New London and all age groups. The stress may be on children and teenagers yet adults are also invited to come in to learn piano, carpentry and knitting.

The support for the children’s activities comes from a variety of New London agencies and individuals. Mrs. Hamilton told me of a drive that the Telephone Company took up in order to find toys, cameras, TV’s and other items the Center could use. The YMCA taught the children gym in the afternoon cost free. Connecticut College students also lend their efforts at tutoring the children in math, English, spelling and science. The proprietor of a ballet school in New London, Mrs. Froman, has kindly opened her premises to the youngsters, again cost free. The many toys, books and special equipment are gifts of innumerable individuals. Last summer two professional teachers and teenage volunteers from the Neighborhood Youth Corps organized a summer school for fifty six small children from all over the city.

One of the community services which Mrs. Hamilton said is working out very well has been the Toy Lending Library. The College has been and continues to be one of the most generous of supporters. The purpose of this unique library is to bring parents and children closer together. It was started because, from working with the youngsters, parental involvement with them was seriously lacking. Now that parents can participate in games, it is hoped that they will become better informed about what their children’s needs and interests are. The success of this program can be gauged from the fact that Mrs. Hamilton is expanding the library’s open days from Saturday to include Tuesday, Wednesday and Thursday. The toys may be borrowed for a week at a time and, since the Center is always receiving new toys, there is no fine for broken toys or games.

As for the layout of the building itself, on the second floor is the science, tutoring and photography centers. The science center sparks the youngster’s interest in ecology, electricity and computers. The tutoring rooms are for individual instruction in regular subjects. Rather than referring to this as tutoring, this service is called supplementary aid to public schools. These rooms can also function as team rooms in which the staff and Junior High students can engage in rap sessions over personal problems and community issues.

The first floor contains a music room, library, game room, candle-making room and a work room. One piano is in the music room for anyone who wants to learn how to play it. Turning to the library, it is very well supplied with both textbooks and general reading books. Sometimes, according to Mrs. Hamilton, it is difficult to keep up with the various books that pass in and out of the Center. The policy of the staff is to allow the children to take out books for as long as they want. If a child does not return a book, no fuss is made because he or she may like the book but be unable to purchase it.

The game room is not only a recreational area but also an educational area. Games such as photography at a time; seven of them take the pictures and the other seven develop the film. After the first group has experience with the camera, they switch jobs with those in the dark room.

Password, Crissy and Life involves the children’s mental concentration while spurring their natural enthusiasm. Some youngsters enjoy playing with a simple camera which helps them learn to spell. They push a button with an animal’s picture on it into the machine. When the child presses the right combination of buttons spelling its name a buzzer goes off.

The other very popular section of the second floor is the photography room. When Mrs. Hamilton showed me the dark room, about seven or eight pictures were hanging from a clothes-line. This opportunity for the children to learn how to take pictures was made possible because a church group sponsored a raffle, the profits of which were donated to the Center.

Fourteen children learned photography to a great extent. Each child made two prints of the same picture. After the first group had their pictures processed, Mrs. Hamilton, the Center’s director, beat the seven youngsters who had not developed their prints. She explained the use of the dark room, about seven Or eight developers, the stop bath, the fix, the water bath and the dryers. In the photography area, students can engage in a variety of activities such as taking pictures and developing pictures, learning about photography, learning about electricity, learning about computers and learning about animals. The Center’s director, Mrs. Hamilton, told me that the children of the Center are working on a nature trail. The children are learning about nature and the natural world.

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One of the underlying concepts of the Center's staff, there are no fixed models for male or female interests. A girl may be interested in assembling or repairing radios in the work shop, a boy may be just as intent on mastering the techniques of the knitting needle. However, all the youngsters enjoy spray-painting the walls or building boxes and chairs which they then design.

The Center has children from many ethnic backgrounds upon which to draw from for creative impetus. Visitors have often exclaimed about the "United Nations" atmosphere of the place to Mrs. Hamilton because of the mixture of Blacks, Chicanos, Chinese, Phillipinos and Hawaiians. In order to foster an awareness of their cultures, some volunteers teach American Indian history, Afro-American history and Spanish history. Another service that the Center affords particularly to teenagers is information on health and hygiene. The rap sessions previously mentioned include talks on venereal disease, syphilis and drugs. If in a particular case the volunteers feel that outside assistance is necessary, they can refer the person to other agencies such as Altruism House and Alcoholics Anonymous. The teenagers themselves became involved in a movement called "Health Day". The purpose of this special day was to test people in the city for rubella and sickle cell anemia. A salutary result of this drive was that many people were contacted who otherwise would not have known about their illness or about the social services available to them.

Finally, Mrs. Hamilton emphasized her desire for more college students to participate in the Center's activities. No matter what field of study your specialty is in or what hobby you are best at, you would be more than welcome to share your interest with the children.

Conn's creative cookery

By NINA GEORGE

At the last meeting of the Connecticut Cornucopian Connoisseurs (C.C.C) questions were raised concerning the latest culinary innovations being served up at Connecticut College. In an effort to combat the monotony of traditional menus and at the same time cope with rising food prices, some new and exciting creations have been painstakingly and thoughtfully prepared by the campus food services. It has been rumoured that Conn. College will presently set the trend for world-wide gourmetisserie, but until it receives reputable endorsement from established alimentary circles it is likely to remain a hidden source of invaluable gastronomic creativity.

The C.C.C decided to dispatch one of its more discriminating members to sample some of C.C.'s latest fare. Mr. To-Men's report to the committee was published posthumously in the recent issue of the C.C.C newsletter. It read:

"The orange-conehake soup was good. Its clear lukewarm broth was as subtle as Vichy water and made the orange bits more exciting. A surprise was garlic oil droplets which gave a pleasant flavor that I have not had since the south of France.

The specialty, Gefiltefish Supreme, could have been excellent, except the fish suspended in meringue lost its character and the dandelion petals, though beautifully prepared, were over-cooked, soggy, and their color faded.

The vegetable peanut-butter, peach and watercress sandwich was acceptable, but the chutney (on the sandwich) I suspect contained pork rind which is far from fair on the otherwise magnificent sandwich. The cinnamon potato chip garnish was stale, which is sad as they have received such acclaim.

Though not quite summer, the Summer Jubilee were superb. As is traditional, it was served on a halved water-melon with a filling of olives, American cheese, vanilla ice-cream, topped with anchovies and served with cognac flambee.

The beverage menu is extensive and features such delights as pimento-cocoanut milkshakes and apple onion juice."

The implications of Mr. To-Men's high appraisal of Connecticut College cookery are yet to be expected. Letters from avid gourmets have been pouring in to C.C.C.'s headquarters asking for Connecticut's exclusive recipes. It seems that other agencies will follow C.C.C's lead in sending members to partake of the college's succulent surprises (notably the department of public health which has expressed an unusually enthusiastic desire to investigate the newest menus).

(The Connecticut Cornucopian Connoisseurs hope to release similar reports on other areas of rising interest to the world of food-lovers everywhere, in the near future.)

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A sample of New York:

Actors Playhouse, Seventh Avenue between Grove and Barrow Streets
Amato Opera Theater, Bowery and Second Street
Bill Baird Puppet Theater, Barrow Street near Bedford Street

Sixth Street Playhouse, 32 West Sixth Street between Fifth Avenue and Avenue of the Americas
Elgin, Eighth Avenue, near 17th Street. Film festivals and old favorites
Henry Street Settlement Playhouse, Grand Street
Judson Memorial Church, Washington Square South. Avant garde art, poetry, and dance
Merce Arcs Center, Mercer Street, between 3rd and Bleeker Streets. Names for Lorraine Hansberry, Bernard Shaw, Oscar Wilde, Bertolt Brecht, and Sean O'Casey. The Blue Room Cabaret has jazz.

Province-town Playhouse, MacDougal Street between 3rd & 4th Streets. Home of Rufino Opera
Public Theater, Lafayette Street near Astor Place. Birthplace of Fair; home of New York Shakespeare Festival; also has film anthology
St. Mark's-in-the-Bowery, Second Avenue at 10th Street. Poetry, drama, and music in church
St. Mark's Playhouse, Second Avenue between 10th and 11th Streets
Sheridan Square Playhouse, Seventh Avenue near Grove Street
Theater De Lys, Christopher Street near Hudson Street
Village Gate, corner of Bleeker and Thompson Streets
Washington Square Methodist Church, West Fourth Street between Washington Square and Avenue of the Americas. Music, dance, drama, film
Dawber and Pine Bookshop, Fifth Avenue near 13th Street. From plain and used books to rare and old books
Eighty Street Bookshop, West Eighth Street. Scholarly, difficult-to-find books, extensive paperback collection
Orienta, Fourth Avenue near 10th Street. Eastern thought
Little Italy: Bounded roughly by Houston and Canal Streets, the Bowery and Lafayette Street. Salami and warm fresh bread; fresh fruit and vegetables; and seafood. The festivals of San Antonio and San Gennaro in the early fall.

Soho: The area south of Houston Street where a colony of artists lives and works in the spacious lofts. There are half a dozen galleries here, too.

Federal Hall Museum, corner Wall and Nassau Streets. Time of many historic colonial events—Washington's inauguration, Patrick Henry, Black Hawk, etc.

South Street Seaport, Fulton Street and Annex on Pier 16 facing John Street. Museum plus live events such as folk dancing and singing of sea chanteys
Fulton Street Fish Market, Fulton and South Streets. Starts at 4 am.

Chinatown: The Bowery, Mulberry and Canal Streets. Encloses the tiny enclave. The Chinese Museum is at 2 Mott Street. The Eastern States Buddist Temple is at 64 Mott Street. The Chinese New Year is celebrated the first day of the new moon between January 21 and February 19

Financial District: between the Battery and Fulton Street and between Pearl and Greenwich Streets. The New York Stock Exchange, the American Stock Exchange, the Commodity Exchange, the exchange of the leading banks of the U.S. are here. The Federal Reserve is located here, it keeps the gold reserves of various countries the world in vaults built into the rock which is Manhattan Island

Cambridge, 154 West 57th Street. Concerts, recitals, and performances
Ceili Irish Festival of Song and Dance, Cathedral High School, 560 Lexington Avenue, 50th to 51st Streets
New York City College, 131 West 55th Street. Dance and music recitals
American Institute of CPA's, 655 Fifth Avenue. Room 403. Library offers books on accounting taxation and rare books on accounting

The broadcasting network libraries. By appointment, ABC at 1058 Broadway near 54th, CBS at 524 W. 57th Street; NBC at 30 Rockefeller Plaza
Donnell Library, 53rd Street, between Fifth Avenue and Avenue of the Americas. Noted for books on the theater, has a regular schedule of films, concerts and lectures
Hargill Music Press, 28 West 36th Street. Recordings and record music their specialty—only the most music of its kind in the country

Museum of Contemporary Crafts. West 53rd Street, between Fifth Avenue and Avenue of the Americas
Museum of Early American Folk Arts, West 53rd Street between Fifth Avenue and Avenue of the Americas

Museum of Modern Art, West 53rd Street, between Fifth Avenue and Avenue of the Americas. Galleries, gardens, fountains—the most latest art, plus historic films

Museum of Primitive Art, 45th Street between Fifth Avenue and Avenue of the Americas
New York Cultural Center, 9 Columbus Circle. Variety of exhibits and events

Pierpont Morgan Library, 36th Street, corner of Madison Avenue. Rare books and changing exhibits of art are splendidly displayed in this former home of J. P. Morgan designed like an elegant Italian palazzo

Broadway: The central theater district is located in midtown along the streets that run East and West through Times Square
Madison Square Garden and The 45th Forum, between 32nd and 33 Streets and Seventh and Eighth Avenues. Concerts, circus, rallies, sports, and other mass events. Home of the New York Knickerbocker and the New York Rangers

The United Nations, First Avenue between 42nd and 47th Streets
Central Park, 59th to 110th Street between Fifth Avenue and Central Park West
Martha Graham School of Contemporary Dance, 63rd Street near Second Avenue
Council for Inter-American Relations, Park Avenue at 86th Street. Exhibits, music
El Museo del Barrio, Community Center, Eighth Avenue, 53rd Street
French Institute, 69th Street near Madison. Lectures, movies, library—subscribe to French
Frick Collection, 70th Street at Fifth Avenue. Baronial mansion of an American industrialist, housing a private art collection. Recitals
Goethe House, Fifth Avenue between 62nd and 63rd Streets. Run by the Federal Republic of Germany; features exhibits, displays and lectures

Jewish Museum, Fifth Avenue and Second Avenue. Home of 62nd Street Metropolitan Museum of Art, Fifth Avenue between 80th and 84th Streets

Museum of the City of New York, Fifth Avenue at 104th Street
National Academy of Design, Fifth Avenue between 85th and 90th Streets

Sorrento R. Guggenheim Museum, Fifth Avenue between 80th and 89th Streets. The building itself a work of art by Frank Lloyd Wright

Whitney Museum of American Art, Madison Avenue at 75th Street. Exhibits of American artists who are still living—Lincoln Center, Broadway and Amsterdam Avenue, between 52nd Street and 66th Street. Home of the New York Philharmonic orchestra, the New York City Ballet, the Metropolitan Opera, and the New York City Opera

American Museum of Natural History, Central Park West, 77th Street to 81st Street. Nearly twelve miles of exhibits.

The Cloisters, Fort Tryon Park, west of Broadway near 190th Street. Recreation of the medieval world

Hispanic Society of America, Broadway between 155th Street and 165th Street. Goya's "Duchess of Alba," works by El Greco, Velasquez, Zurbaran and Ribera

Museum of the American Indian, Broadway and Amsterdam Avenue, the world devoted to the North American Indians

Riverside Museum, 310 Riverside Drive. Features Tibetan and Oriental art

New York Historical Society, Central Park West at 77th Street
Trustee meeting can't.

Following the reports, a discussion of the issues raised ensued. The major topic was that of the financial crisis of the college. Mr. Detmold who is in charge of development, assured us that the college was not in imminent danger of folding. He went on to explain that there were two different funds and types of donors. The first was large contributors or foundations, who give specifically to the Library Fund. Secondly, there were the alumni, parents, and friends of the college who gave in small amounts towards the day to day upkeep of the college. At the moment they have already raised two-thirds of the money necessary for the library.

Following the reports, a discussion ensued. The major topic was that the decisions had already been made. The racial tensions on campus were discussed. Mary Cerreto felt that the problem lay in the discrepancy between "the way it is outside in the real world" and the way it is here. Jay Levin suggested that communication between whites and blacks should somehow be institutionalized at first to eventually lead to natural intercourse. Norma Darragh made the constructive suggestion that next year the housing be an open issue, not merely an administrative decision.

Mr. Pinderhughes, the newest member of the board of trustees, concluded the discussion with the suggestion that the feelings on Connecticut College campus today are a legacy of the 1960's. The civil rights movement was neutralized, he said, by the white backlash around 1965. What we are left with today, then, is institutionalized polarization.

President Shain made some concluding remarks and the meeting adjourned to cheese crackers and refreshments.

New trustee con't.

Psychiatric Association named him chairman of its Task Force on Aggression and Violence, and that same year the APA appointed him to a second Task Force on Social Issues.

Dr. Pinderhughes' civic service has included Freedom House Civic Center at Boston, the Roxbury Community Council, the Metropolitan Council for Community Relations.

Mamoorian receives award

A Connecticut College senior, Leslie Mamoorian of Warwick, Rhode Island, has received a highly competitive Fulbright-Hays award which will support her post-graduate year of study at a West German university between October, 1973, and July, 1974.

The honor is conferred by the binational Commission for Educational Exchange between the United States of America and the Federal Republic of Germany. It carries a stipend to cover travel and living expenses as well as tuition costs for the foreign study experience.

Miss Mamoorian has a background of eight years' study in German language and literature and four years of intensive work in Russian. Last year she undertook an independent study of the Serbo-Croatian language, working with Assistant Professor Helen Reeve, chairman of the Connecticut College Russian department.

In Germany, where she hopes to be admitted to the University of Freiburg, Miss Mamoorian expects to concentrate her studies on aspects of romanticism in German literature and in German and Slavic folklore.

At Connecticut College she has held a Charles A. Dana Scholarship and was initiated this week into Delta of Connecticut chapter of Phi Beta Kappa. She is the daughter of Mr. and Mrs. Albert Mamoorian of 31 Macquette Drive, Warwick, and a 1969 graduate of Pilgrim High School.

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TC-C
Campus column

By F. EDWARD CRANZ

Like Mr. Reiss, I am going to speak of our new academic plan without saying very much about it directly. And as far as our title goes, it was "the best we could devise on short notice when neither of our talks had been thought out, let alone written."

Still I suppose that 'we' is the college, or all of us. What we are up to refers to the common intellectual endeavor in which we are engaged. And I am convinced that we had better think and talk very seriously about what we are up to. To be a college today, particularly a college with a new academic plan, is no easy task. Perhaps we are attempting something which has become impossible, if not absurd.

For example: The basic unchanged principle of the new academic plan is that every student shall think out an individual program in the light of the common aims of the College. I don't think there's much doubt but that you use seldom if ever we have traditionally used them in educational matters, then we have moved very close to impossibility and absurdity. Take the 'common aims of the College.' This surely sounds as if there are certain basic requirements, however skillfully disguised, which must appear in every program; they are inherent, 'thought out' nor 'individual.' 'Individual' on the other hand, means what I have decided to do by myself, what I 'like'; it is neither 'common' nor 'thought out.' Finally, what we mean by 'thinking' is primarily technical and operational; such thinking will never reach any common aim. Hence the College has found three nice ideas: 'common aims,' 'thinking out a program,' and 'individual program' in the light of the common aims of the College.

But in the light of our usual language and usual behavior, all three may very well turn out to be imaginary: if any one of them can be actualized, it may well destroy the other two.

Those of you who know me are doubtless already sure that this ended up as a more connecting note than that. I have the weaknesses of that legendary Calvinist who was to be a pretty good theologian except for the fact that cheerfulness kept breaking through. But what I am sure you know is that I believe, and I believe seriously. I believe that it holds, given the assumption that one is speaking of the fingers of God, of the terms and our hand-me-down minds.

As to why our hand-me-down terms and our hand-me-down minds should lead to so much nonsense is so good a cause, so ruinous, so absurdly unchanging in a time of rapid change and that we have let the change far outrun our resistance to the results of the mindless education. In a healthy situation, there is always a reciprocal relationship between the mind and the body, and education functioning as the middle term. It is evident that there has been a dislocation in society in the largest sense, in the human world in which we live. I would suggest that we have lagged far behind in realizing what this means for a redefinition of the person, and even further in clarifying the appropriate redefinition of education.

A brief history of how we got there may help to clarify the situation in which we find ourselves. I shall outline in schematic form two earlier stages of the relation between society and education and then proceed to our present stage which seems to have so much trouble catching up with itself.

The first stage may be illustrated by ancient Sparta, where we find a society which had been, at least to a single holy order, it may be regarded as essentially an educational institution designed to produce and maintain Spartans. Its education was, quite appropriately, a single, one-valued, holy education. Do not condemn it lightly, and do not forget the Spartan claim that the free Spartan was the freest man in the world. I should forget that such a single-valued education would still be the majority choice, by a very large majority, in any global vote.

The second stage may be exemplified by ancient Athens. For Athens the education (even if somewhat contemptuously in the case of the 'gentleman's C'), and where he was called to an independent way of life, was not called into question by it. All this is not so difficult; that's just history. What about the new situation? What about this alleged large change which has taken place? Am I fully aware of it and surely without our having adequately adjusted our education to it. I shall try to be simple, but I'm sure I shall not be able any large measure of success, partly because I think of myself as being difficult and complicated, partly because my own thinking about it is still so inchoate. The basic change is that the secular area or education is no longer contained within and limited to the entire order of Christianity was modified by secularization and wordly, but not ultimate, is something which has become all-embracing category within which one finds multiple civilizations and multiple lives. In terms of all past history we have a new, paradoxical situation in which what is ultimate, that is the various civilizations and lives, is now more clearly and certainly, and which is secular and worldly, but not ultimate, is now all-embracing and universal.

And this surprising change makes necessary a fundamentally new structure of concepts or symbols for thinking about either society or education or the person. It has been the failure to grapple with these new problems that has led to much of the mess of what we have been saying about education simply 'an unthinking.' What about Contraariwise, a honest facing of the new situation gives us any hope that we may again be

(Continued On Page 2)

Alice Walker

Reads writings

At age 28 she wrote her first novel, The Third Life of Granger Copeland, about three generations of black, southern sharecroppers and how their lives have changed. John Henrik Clarke, associate editor of Freedomways, commented: "Alice (Walker) can be depended on in her writings to define the true nature of the black experience."

Four years ago, her first book of poetry, Once, went into a second printing shortly after publication, and won such critical praise as "She speaks the voice of her time in present tense" (Atlanta Journal). "These are angry and vivid poems that give the reader an urgent sense of being on the scene," (Ebony).

Her poems deal with the conflict in the South and her experiences living with the Bughandans and the Rikupys and Uganda and Kenya, East Africa.

Now, at age 28, Alice Walker will have her second collection of poems, REVOLUTIONARY PETUNIAS, published by Harcourt Brace Jovanovich. About this new volume, The Kirkus Reviews has written: "Brightly senate, true to a definite, attractive mind. Alice Walker can evoke a whole realm of experience with the soft black inflections of a simple statement."

Alice Walker has been an active civil rights worker since she was a teenager. In Georgia, where she was born and raised, she helped to register black voters. She attended Spelman College for two years and received a B.A. degree from Sarah Lawrence College in 1966.

After working for the New York City Welfare Department, she moved to Mississippi and participated vigorously in Project Headstart, voter registration drives, and securing welfare rights.

Her husband MelR. Leventhal, a civil rights attorney, is now the Associate Counsel of the NAACP Legal and Educational Defense Fund, Inc. They live in Jackson, Mississippi, with their daughter, Rebecca.

Alice Walker first appeared in print in 1967 when her essay, "The Civil Rights Movement: What Good Was It?," won first prize in a contest sponsored by The American Scholar. Her work has also appeared in Negro Digest, The Denver Quarterly, Freedomways, Essence, Ms., Harper's, Redbook and in several anthologies, including The Best Short Stories by Negro Writers edited by Langston Hughes. Voices of Revolution and Now.

Miss Walker has been Writer-in-Residence, and teacher at Black Studies at Jackson State College and at Tougaloo College, and Convener at Black History for Friends of the Children of Mississippi. Most recently, she taught writing and literature at Wellesley College, and a course on Black Women Writers at the University of Massachusetts at Boston.

Alice Walker, courageous author, will read some of her poetry on Tuesday, April 24 at 7:30 p.m. in Hale 122. Following the reading there will be a reception in the College House.

Mr. Cranz

A second stage of society and education emerged in medieval Europe and even more in the Renaissance. Here a single holy life of seeking salvation and being a follower of Christ was modified by secularization and by the development of a secular area. For our purposes the crucial point is that education, along with reason, was now placed within the secular area; it no longer addressed the whole person but only a limited, if highly ornamental, part of the whole person. Consider this from the first clear model which emerged, that of 'Renaissance education,' with which we are all vaguely familiar.

In the sixteenth century, which we are all vaguely familiar with, education was 'Renais-
sance education,' which is in a time of rapid change and that we have let the change far outrun our resistance to the results of the mindless education. In a healthy situation, there is always a reciprocal relationship between the mind and the body, and education functioning as the middle term. It is evident that there has been a dislocation in society in the largest sense, in the human world in which we live. I would suggest that we have lagged far behind in realizing that this ended up as a more connecting note than that. I have the weaknesses of that legendary Calvinist who was to be a pretty good theologian except for the fact that cheerfulness kept breaking through. But what I am sure you know is that I believe, and I believe seriously. I believe that it holds, given the assumption that one is speaking of the fingers of God, of the terms and our hand-me-down minds.

As to why our hand-me-down terms and our hand-me-down minds should lead to so much nonsense is so good a cause, so ruinous, so absurdly unchanging in a time of rapid change and that we have let the change far outrun our resistance to the results of the mindless education. In a healthy situation, there is always a reciprocal relationship between the mind and the body, and education functioning as the middle term. It is evident that there has been a dislocation in society in the largest sense, in the human world in which we live. I would suggest that we have lagged far behind in realizing Alice Walker

What Good Was It? "won first prize in a contest sponsored by The American Scholar. Her work has also appeared in Negro Digest, The Denver Quarterly, Freedomways, Essence, Ms., Harper's, Redbook and in several anthologies, including The Best Short Stories by Negro Writers edited by Langston Hughes. Voices of Revolution and Now.

Miss Walker has been Writer-in-Residence, and teacher at Black Studies at Jackson State College and at Tougaloo College, and Convener at Black History for Friends of the Children of Mississippi. Most recently, she taught writing and literature at Wellesley College, and a course on Black Women Writers at the University of Massachusetts at Boston.

Alice Walker, courageous author, will read some of her poetry on Tuesday, April 24 at 7:30 p.m. in Hale 122. Following the reading there will be a reception in the College House.
able to think together about education and the proper uses of the mind. It is a society in which the standpoint of what is individual or from the standpoint of what is common.

If we start with some trite, then, let me try to think with you about the implications of such a new situation of education. I shall do this first from the standpoint of society and then from the standpoint of the individual.

Most fundamentally our society, whether looked at as the College, as the Technological Society, as a radically pluralist one. It embraces or contains a multitude of civilizations and cultures and so in the way these are the most basic part of the whole structure, the ends for which the whole is meant. As the modern time society, it must have public and common areas; it is not simply a private one. Finally in such a radically pluralist society, lives have meaning and purposes separate from the past and present of the person in the modern world. Once again, I am back with groups A, B, and C, though this time I speak not of their programs or the fact that your own thinking may not end up exactly as I have done, but of the intellectual needs and demands of the modern world. What I hope to show, first of all, is that whether we start from the standpoint of society or from the standpoint of the individual, we can think about education in the light of the common aims of the college. Perhaps one can suggest that the need for a broad range of opinion, being embodied in a fundamental social contract which establishes ways of living and thinking, the student by coming here agrees that in thinking out his general education program he will accept the most serious of society and the person in the modern world. The College, for its part, understands that the right to do so is the right of every student. In my "llre' to the public, it is seen by the intellect, and it is not only a common, but also about every one.

A third type of individualism is not the product of society, as in the case of the Greeks, there is the hope of the modern world. And the thinking leads you to other conclusions, but not to the unexamined life is not humanly valuable, and it is clear that in a Christian or a modern, that touches the whole person, that involves an examination of your soul.

And so the problem of society seems to be as ultimately valid as...
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Freshmen's lightweight boat

By Kevin Kelly

The Connecticut College men's freshman lightweight boat captured first place in its race at the Davenport Cup Regatta to remain undefeated for the year. The Women's varsity placed second and the men's heavyweight boat finished fourth in its race.

Rowing under beautiful sunny skies on the Merrimack River in Lowell, Massachusetts, Paul Lantz and Mark Warren showed a potential to be one of the top small college freshman lightweight boats on the east coast.

The lights faced tough competition for the first time this year and won by three lengths going away.

The first four strokes of the race gave Connecticut a half length lead over the other boats in the race. Amherst and Worcester Polytechnic Institute, both of whom were expected to challenge Connecticut, were quickly reduced to battling for second place, which Amherst won.

The heavyweights did not do as well as they would like to have, but they performed admirably backing up the freshman team, which Connecticut is not.

At the starting line, Manhattan was winning at the line by inches, while Connecticut and Amherst battled each other for second place. Connecticut was a length behind Amherst with 250 meters remaining. Connecticut's sprint quickly moved the boat up to second place, but Amherst, the older crew, failed to pace and held on to win by a few inches.

Obeying the starter's instructions, the Connecticut women's varsity boat backed up when the race was unexpectedly started. By the time Connecticut could reverse its stroke it was a full length behind the other five boats.

Victory over the highly rated J.V.'s but it wasn't decided until the last fousome played out.

Twenty-four hours later Conn. was in the Pequot with a chance to win and The home course advantage against Fitch High School. The Chipsters were at a marked disadvantage since most of the greens had been closed during practice due to wet weather and so the touch around the greens was lost about 100 yards away (where the temporary greens had been) and this is where Fitch did their damage.

I'm not sure if all members have returned yet since there were many water hazards right in the middle of the fairway and many Chipsters were seen wandering aimlessly about the flagstick wondering what that close cropped stiff grass was that they were walking on. Fitch, since they brought their putters and beat our number one and two men, probably won but there was a rematch last Tuesday that didn't make the printing deadline.

Today, the team locks wedges with the Wesleyan J.V.'s at Pequot and tomorrow there'll be a battle with the Faculty and the experts will be watching who stays out of the woods.

Boaters scrimmage

By G. Woodward

The Coast Guard and Conn. College are at it again. Every Monday and Wednesday until the end of the semester an organized dog fight in the form of a soccer game is taking place. Under the leadership of Bill Lessig, a courageous group of former and prospective Canals are learning to play soccer together in preparation for the fall season. All the scrimmage is being played on the Conn. field across from Palmer Auditorium and such noted past intramural basketball cons't.

they weren't putting so many points on the board and there was a faint ripple of Is it possible? going through the crowd. The Hamilton ripple, however, was subject to time termination and a Harkness tidal wave. The Horde smelled blood and suddenly became sharks. They stayed even with Hamilton and that's all that was necessary for the 50-47 Conn. College Championship.

Paul Lantz and Mark Warren played their guts out for Hamilton running the offense and defense and just running and so their point totals of 15 and 13 pts. doesn't give them the picture of their effort. Peter Johnson, Roy Taylor, and Dean Smith also didn't have their actions or reactions interpreted in points, but rather in body paleness.

Harkness was just too much, strong, too determined, blessed with more than just two players. Like Hamilton, the Horde had depended on a team effort and although Bruce Garnant garnered 17 pts. and Keith Nappi 14 pts. everyone else was right in there.

The Freshmen men's lightweight boat victory was in the hands of Conn. College and the team locks wedges at 4:00 on Monday and Wednesday afternoons.

Sporting about

By Stu Meyers

The Conn. Golf Team is alive and somewhat well with a medley array of folks with different strokes. The golfing gentlemen include: Stuart Meyers, Timothy B. Reynolds, Tom Sullivan, John O'Hare, Paul Lantz, Roy Taylor and Wild Bill.

The Conn. Chipsters scared off the New London High team for a forfeit (although the inclement weather may have lent a helping hand) in their first encounter and then travelled to Cromwell Conn. to pitch with the Weslayan J.V. Wheeving, wet and wasted the team came through with a 3-2 victory over the highly rated J.V.'s but it wasn't decided until the last foursome played out.

Pundit Profile: Ken Slate

Junior A Hockey. His quick reactions in blocking shots have earned him a milli-per-hour rating of 2.5. With hisIDry hand) in their first encounter and then travelled to Cromwell Conn. to pitch with the Weslayan J.V. Wheeving, wet and wasted the team came through with a 3-2 victory over the highly rated J.V.'s but it wasn't decided until the last foursome played out. Twenty-four hours later Conn. was in the Pequot with a chance to win and The home course advantage against Fitch High School. The Chipsters were at a marked disadvantage since most of the greens had been closed during practice due to wet weather and so the touch around the greens was lost about 100 yards away (where the temporary greens had been) and this is where Fitch did their damage.

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Coffee spoons

Eric Newcomer, '76, and P. Anthony Eprie, '75, will read some of their short stories today as part of the English Department's "Coffee Spoon Sessions." Both are students in Mr. William Meredith's creative writing classes.

The reading will be in Thanes Hall, first floor, at 3:30 p.m. Coffee and cookies are offered for a 15c contribution.

Want to buy girls (age 9-19) bike, womans bike. Ok to defer consumption until end of term. Contact S. Wertheimer, Box 1614 or 447-5901.

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Intramural basketball: Playoff Prattle

BY STU MEYERS

Local booksies have reported that little action was taken in their parlors on Big Bad Burdick and the Intramural basketball playoffs but there was a lot of action in other parlors as well as on the court.

The first game of the playoff sequence was a pandemic preview of the upcoming first round game J.A., LL and the Faculty mixed it up before a frenzied, raucous capacity crowd. The energy and gusto of J.A. was evident as they gritted held on to a 42-38 third quarter lead but everyone realized the great reserve strength and resourcefulness that has been the Faculty's heritage were enough waiting for their victory drive. The Faculty remained behind with about 30 seconds left in the game but a ball Handling J.A. bounce was intercepted by Ned Preble whose lay up tied the game and sent the fasting school into a three minute overtime period.

Defense and hard noses dominated but J.A. squeaked out in 4 pts. to the Faculty's two to win the game 93-90. The major emotional undertaking that was J.A.'s victory highlighted Tucker Hews, Kevin Kelly and Andy Kercher with 14, 13 and 13 pts. respectively with the winning edge for the Faculty all year long, Ned Preble and Bill Lessig, came through again with 33 and 13 pts.

Monday night's game was showcased undefeated, undisputed Park power against fourth place Lamarre. It was a tight game, a ball Handling game although Lamarre was obviously outplaying Park, they were cold from the floor and were behind 32-31 through three quarters. But then Randy Russ took over. He scored 11 of his 17 points in the fourth quarter while Bernard Bradshaw and Bruce Crofford were tremendous on the boards and fast start remained constant until the final buzzer.

Tuesday's next game gave due notice to the Harkness Horde, who are not only overpowering during the game but during the challenge. Immense consistency and a high scoring edge for the competition, but not for long, since the first period score was 17-8 and was a stop over for a 37-17 Harkness half time lead.

Harkness was quite imposing as Frank Radell blocked five shots and Bruce Gannon couldn't miss, ten for ten from the field, to allow only the excitement of Freeman forward creasing to 12. All that can be said of the third period before finality and fatality set in, 65-50. The Monday night Bud was augmented by Dave Chaffee and Keith Napier with ten points each which was the game. The half time score was 43-29 for a 14 point lead in the game. Freeman led 90-65 going into the final so the final buzzer.

Wednesday staged the semifinals as Hamilton and Princeton battled to determine the North Conference Champion. The Hoopsters slick front line passing and fast start remained constant over the first 600 meters. The Horning brothers Two have their points but control their fast break and were ahead by thirteen points most of the time, it was always a shaky lead. The teams traded baskets pretty evenly but Roy Taylor was phenomenal with his inside touch and dominance on the boards. They out-executed the well-executed strategy and dynamical defense employed by Hamilton, you almost had to say that Roy won the game. He had twenty-three points to supplement Peter Johnson's twenty-three points, and Mark Warren's fourteen points of Hamilton's seventy-three points game. Bernard Bradshaw led 50 for 26 points. But the game was Augmented by Dave Chaffee to 7 points for Jerry Grove and Bruce Goffett and Lamarre's 67 points.

Harkness and the J.A. Jambarce met for the Southern Conference Championship and a chance to meet Hamilton for the whole playoff sequence. If Harkness had their way they might have been willing to take J.A. and get the victory. It would have been a Classic but Harkness didn't trifle with their thumbs over that gift with everybody scoring again for a dominating 99-20 win. Keith Nappi scored to acrue 17 pts., Dave Chaffee shanked to raise it to 42, and Frank Radell whirled and twirled for 10 pts. No one was in double figures for J.A. which is 40 points and 10-2. The J.A. Jambarce was still controlling the boards and allowing only one shot, offensively for J.A. The Jamboree lost to within 13 pts. until they decided to get into the single figure fits with a 6 pt. 4th quarter. Harkness didn't trifle with their thumbs over that gift with everybody scoring again for a dominating 99-20 win. Keith Nappi scored to acrue 17 pts., Dave Chaffee shanked to raise it to 42, and Frank Radell whirled and twirled for 10 pts. No one was in double figures for J.A. which is 40 points and 10-2. The J.A. Jambarce was still controlling the boards and allowing only one shot, offensively for J.A. The Jamboree lost to within 13 pts. until they decided to get into the single

Women's Crew vs Princeton

BY KEVIN KELLY

The Connecticut College Women's Crew was handed a 39-29 win over Princeton at the midpoint of its climb toward national prominence. The Princeton Tigresses handed the Cardinals a 3-2 victory for the year on the Thames River Saturday morning.

For a change the Thames was smooth. There was only a slight crosswind. The 1,000 meter course was run upstream against the current. At the start Connecticut moved in front by two seats of the eight and maintained this edge throughout the first 500 meters.

Connecticut fell apart in the second 500 meters. The team was striking high but couldn't put any power into the strokes and, consequently, lost its cadence. Princeton opened a two-length margin with 250 meters remaining.

Connecticut, however, showed its exceptional maturity and poise. Connecticut started a sprint that closed the margin by a length in the last 100 meters. Princeton was still being good, rowing, at the finish line, but held on to win by slightly less than a length.

The junior varsity also lost its first race of the year. A bigger, stronger, more experienced Princeton team led the entire race, but was under

pressure the entire 1,000 meters. Connecticut never trailed by more than a boat length and crossed the finish line less than a length down. Both jayvee times were faster than their varsity counterparts.

Next Saturday afternoon Connecticut faces Wesleyan M.I.T. on the Connecticut River in Middletown. M.I.T. has a strong women's rowing program and has proven itself to be one of the most competitive teams in New England this year. It is important for Connecticut to expel the winning streak at this race.

The combined women's record now stands at six wins and two losses.