Relief Fund Provides Nicaraguan Aid

By Dan Cramer

Hurricane Joan smashed through Nicaragua, killing over 150 people and leaving 500,000 homeless on Saturday, October 22. Bluefields, the only major city in the East, was especially hard hit. Many other countries and international organizations have donated thousands of dollars and tons of humanitarian aid. Nicaragua also suffers from poverty, disease, and a United States backed revolution. The U.S. government has sent nothing but more military aid to the Contras.

Here at Connecticut College, a relief fund was set up to raise money for medical aid. On November 16, $85 was collected in buckets from students in the dining halls. $100 from faculty was also gathered. People who set up this drive include: Chaplain Steve Schmidt, Griswold Lodge, the Minority Cultural Center Director; Barbara Troadec, Director of OVC; Mariol Velazquez, President of La Unidad; and Mary Hubbard, secretary of the chaplains. There is also a medical supply drive in which area hospitals will donate supplies to Wawshunis. Several different organizations hope to reach the funds raised but it is still unsure which is the most appropriate program.

When any such tragedy strikes, "we all must band together to help one another" said Marisol Vazquez. Cash is accepted at the Chaplain's Office, and checks made out to Connecticut College - Nicaragua Relief should be sent to the Development office.

Strong Reads From Elsewhere

By Shelley Stoehr

Novelist Jonathan Strong, author of Ourtown, read Part One of his most recent novel, Elsewhere, in the Haines Room of the library at eight p.m. on Tuesday, November 30.

According to Strong, "The novel is coming from a dream. I woke up in the morning with those beginning lines - 'My baby has been taken ... Not my baby, but his ... in my mind.'" The novel was an exploration for him, as he moved forward from this beginning, examining characters and "what could have made them do what they did." Listening to the reading of Elsewhere, one feels the exploration, and is intrigued by it. The novel begins using only pronouns. Although "he is obviously important to the story, we don't know 'his' name until a good twenty minutes of reading have passed. Strong knew just the right moment to divulge information, so that when he did, I thought, Oh, so that is it. That's where that fits in. That's who he is. Wow!"

Besides creating this subtle suspense, Strong expertly handles transitions between reflections and the present. His narrator's reminiscences are equally as powerful as his comments on his present life. Strong's humor is well developed, too - he effectively handles his attempts at chuckles by repeating phrases and humorous characters that are appropriate program.

When any such tragedy strikes, "we all must band together to help one another" said Marisol Vazquez. Cash is accepted at the Chaplain's Office, and checks made out to Connecticut College - Nicaragua Relief should be sent to the Development office.

Strong's humor is well developed, too - he effectively milks his IS effectlvely mllks hIS

Professor's Teaching Methods Create Controversy

By Matthias Regan

Professor Thompson teaches several courses on the history of Africa and the history of Afro-Americans. Unfortunately, his teaching methods have caused several students to drop his courses.

One student, who chose to remain in one of Thompson's 200-level courses, feels that Thompson has "good ideas," but greatly disagrees with Thompson's methods. This student described Thompson's teaching style as "unstructured and incoherent," and charged Thompson with "ignoring a certain quantity of facts."

The student then said that Thompson has been confounding students with this teaching style for five years, which is a very formal, "high school like" class. According to the student, a group of students brought grievances to the history department head after Thompson returned what they believed to be an inferior term paper.

The student also complained that Thompson offered socius-class discussion on the out of class readings. The student felt that he and others had not kept up with the readings as a result. "If someone asked me if I'd learned from this course, I'd say no," decided this student.

But these are not the only views on Thompson's methods. A sophomore who dropped out of Thompson's "History 105 A, Introduction to African History" describes Thompson's teaching style as "very different," but adds, "I didn't have a problem with him as a teacher."

The student explained that Thompson expects his students to do the majority of the research for their course on their own, and that his lectures are geared more towards supplying information rather than the actual material. "You're responsible if you're learning," said the student. She felt that it would be an excellent course for majors in history but felt that if it was taken as "just a fourth course" it was very de-motivating.

Both students agreed that Thompson's ideas were good, though both felt that his methods were, at the least, unusual. "You have to be prepared for that," concluded the sophomore, "then you'll get a lot out of the course."

Unfortunately, Thompson could not be reached for comments on his controversial teaching methods. "At the risk of breaching newspaper etiquette, we have decided to allow the students quoted to remain anonymous."
The Echo

The Echo is a bi-weekly newspaper dedicated to informing and entertaining the students of Connecticut College.

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Letters to the Editor are due the Tuesday before publication. All entries must be typed, double-spaced and include a telephone number for verification.

Opinions expressed in "Inside and Out" are not necessarily the opinions of The Echo.

Advertising rates are $5 per column inch.

Sincerely,

Financial Report

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(note: These figures have been rounded. They do not include payment and funds not yet received from advertising and SGA, nor printing fees for this issue.)


The Connecticut College Film Agency Presents

Who Framed Roger Rabbit?

Saturday, December 10, 7:15pm, Palmer
Michael Deaver, former Deputy Chief of Staff for President Reagan, and convicted perjurer, spoke to and answered questions from the college community last Thursday, December 1, at 7:30 p.m. in Dana Hall.

Listen and Be Informed

By Jon Severn

I am a bit confused about the controversy over Michael Deaver’s appearance on December 1. You see, I thought I was at a liberal arts college. What about the catch phrases from the viewbook about open-mindedness and all points of view converging? I believe that you can’t have it both ways; censorship and freedom of speech.

I suppose that much of the problem stems from the fact that we paid Mr. Deaver for speaking. Why did we pay him? He should be paid because he is qualified. As Deputy Chief of Staff for five years under Reagan he is undeniably an expert on politics and the inter-workings of government. Just because he is a scumbag doesn’t make him any less competent to speak on these topics, nor what he has to say any less interesting.

And besides, there is the possibility that his shady past may make him more of an expert in his field; politics has a dark side, too.

Then there is the issue of subjectivity. Who decides who is “okay” to speak at Connecticut College and who is not. Abbey Hoffman was paid to speak in 1987. Remember him? I think he broke a few laws in his day. I didn’t agree with a single thing that he said that night, but at least I was challenged to think. Others liked him, and they too were challenged. Some students may want to see a liar and influence-peddler. Not because they are going to follow him blindly like sheep to slaughter, but because they find this character and the issues of political ethics intriguing. If you disagree with Deaver or any speaker, I welcome you to go, listen, and challenge him. Please, just don’t try to be the censor who keeps everyone else from hearing all sides of an issue. The point is that bringing prominent people here to speak benefits the entire learning atmosphere.

Was he worth it? Only those who saw him can judge. Maybe a better speaker could have been obtained for a similar price. But, where were all of the Deaver opponents when the speakers were being selected?

I don’t disagree with everything that Mr. Deaver has done. That doesn’t matter because I believe that every student has the right to go and decide for himself or herself. This is by no means a defense of Mr. Deaver but rather a defense of open dialogue.

Speak Out and Inform

By Dan Cramer

Was he worth it?

The days before Deaver’s speaking were full of controversy and student interest about his past actions and whether the Student Activities Council should have paid him, as they did, over $4000 to come.

David Grann explains that he and others were trying to inform students of Mr. Deaver’s ethics, or lack thereof. David says, “No man better represents an era when money takes precedence over morals,” and, “The man has the audacity to lie while under oath about his ethics.” Mr. Deaver’s activities will support this view. If students had not been informed, most would have apathetically accepted such a man. The protesters were not trying to prevent Mr. Deaver from speaking, although most feel he was not the best choice.

Some say Deaver was a good choice of speaker because of his political knowledge. But Mr. Deaver offered no great insights or new perspectives, as promised. Instead of concentrating on his role in the past eight years or what to expect in the next four, he criticized Dukakis and the Democrats.

It was another example of Republican politicians using “dirty” negative tactics instead of defending and claiming the Democrats are more guilty of slamming mud.

Mr. Deaver was even more slippery and biased in answering questions. In response to Doug Berenson’s question about ethics, he emphasized clear writing of the law, once again ignoring the moral principles on which they are based. As Dave Grann said, “A Grand Jury found him guilty of three counts of perjury, that is one judgment which we can agree with.” Nobody asked him tougher personal questions because the emphasis was on Reagan and Bush, and people may not have wanted to appear rude. He did not answer all the questions as he had said he would.

Students’ reactions were varied but mostly negative. The consensus was that it was bad. He was biased and boring and they did not learn anything. A question in many people’s minds is whether the reason he was not asked to speak was because he lied. Joshua Lawrence asked, “Can we really trust someone who lied? A New York Times editor or a professor would have been a lot better.” Eliot Schwalb sums it up by saying, “It is a sad state of the College when SAC pays almost $5000 for a convicted perjurer who delivers a boring, biased campaign-style speech.”

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Conn. Chosen as Pilot School for Mentor Program
By Eric Harnden

A high school diploma. While many recognize the importance of this milestone, Conn. has chosen to focus on the needs of students who may be at risk of dropping out. Among the many reasons for this choice is the fact that the high school dropout rate has reached an alarming level. According to recent statistics, over 700,000 students aged fourteen and older drop out each year. This trend is concerning, and what we can do to impact the lives of children across the country is what we are discussing in this article.

In an effort to address this problem, Conn. has chosen to pilot a comprehensive mentor program. The program has been designed to support students who are at risk of dropping out by providing them with guidance, leadership, and a mentor to help them stay on track. The program is not only designed to help students but also to create strong ties between students and their mentors.

The Children’s Defense Fund (CDF) estimates that 700,000 students aged fourteen and older drop out each year. If this trend continues, what will be the impact on our country and on the next generation of children?

With this question in mind, a nationwide competition called Campus Compact took action against this growing problem in the educational system of this country. It presented its 150 college members with a “mentoring” program that would pair adult students with college students in an effort to instill a new set of values and goals into the young. Ideally, this program would not only help deter the kids from dropping out but also foster relationships between the college and the community.

Campus Compact took applications from many colleges and universities across the country to determine which schools would be the best suited to tackle this problem. Connecticut College was chosen for many reasons. We not only have extensive programs through the London school system through our Tripartite Tutorial program, but we also have a diverse, energetic and talented group of students. We have partnered with schools as Trinity and Wesleyan, to name a few, to create a more unified effort in helping prevent students from dropping out of school.

The next step was to select the mentors capable of establishing special relationships with students from perhaps completely different backgrounds. From twenty-five applications, CDF selected a diverse, energetic, and talented group of twelveConn. students, representing all four classes, to carry the mentor program through its first and most crucial year. After twenty-one hours of training, the mentors are now ready to commit to the program.

The Casper system, a “at risk,” a mentor program through its first and most crucial year. After twenty-one hours of training, the mentors are now ready to commit to the program.

The newly chosen mentors were each immediately matched with a Winthrop student. Although the regular meeting times were scheduled as three-hour social interaction sessions and two hours of tutoring later in the week, the relationship between the mentors and their proteges became much more. Many mentors spend extra time with their new friends and often call to see how the kids are doing. The program has also placed field trips and even dances. Some kids were reluctant at first, but one child, summing up the success of the program, said, “I didn’t want to come at first, but now I don’t want to leave.” Although parents were at first apprehensive about letting their children travel to Conn. for a program like this, in which they would receive support and guidance, they became impressed by the enthusiasm of their kids and by the mentors’ unique integration of the parents into the program.

The parents were invited to dinner with their children and were given a first-hand look at what goes on here at Conn. The parents saw their children excited about an activity free from drugs, and a rare opportunity for the kids to see what they may achieve by graduating from high school.

The triumphant success of this program at Conn., however, goes far beyond the positive response from the kids and the community. Conn. has taken such great strides toward the accomplishment of this program that Campus Compact has recognized our progress. The program is not only helping students but also creating strong ties between the community and Conn. The program has also been a driving force behind the success of Conn.’s college acceptance rate.

With this in mind, the Children’s Defense Fund (CDF) estimates that 700,000 students aged fourteen and older drop out each year. If this trend continues, what will be the impact on our country and on the next generation of children?

Gay/Straight/Bi Alliance Supports and Educatess

By Stephanie Bewlay

I walked into the meeting, homophobia intact. I’m not a lesbian. Do they think I’m a lesbian? Is he gay? What about her? I for the movie, Parting Glances, to be shown, I had our Gay/ Straight Alliance meeting. I lowered my eyes. The room was large, with about fifty people in attendance. I was one of the only one’s who was not gay. The room was filled with a diverse group of people. I was the only one who was not gay. The room was filled with a diverse group of people, including a few heterosexual people.

The students were discussing the importance of supporting and educating others about the Gay/Straight/Bi Alliance. They were passionate about creating a safe and inclusive environment for all students, regardless of sexual orientation or identity.

The Gay/Straight/Bi Alliance is a student-organized group that provides support and education to the LGBTQ+ community. They work to educate and empower students to create a more inclusive and accepting environment at Conn. College. The group meets regularly to discuss relevant issues and plan events to support the LGBTQ+ community.

By Vinnie Candelora

New Women’s Center Fulfills Campus Need

With the help of dedication and fac-

ulty, a group of students have founded a Women’s Center at Conn. C blended with the Women’s Studies Committee to create a space for such an important facility. In August, faculty members, along with President Claire Gaudi,

ani, proposed an outline of why the center was needed. Soon after, Fanning 417a became the Women’s Center.

The center will be a resource center for female-identified students. The center will be used as a meeting place for female-identified students. The center will be a space for women to come and feel safe. The center will be used to support and educate women. The center will be a place where women can come and feel safe and supported.

Women at Conn. College have been working towards this goal for years. The Women’s Center is a result of the efforts of many individuals, including students, faculty, and staff. The center is a space for women to come together and support each other. The center is a space for women to come together and support each other.

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Connecticut College is home to two Soviet Exchange Students this year. Denis Kovalev, from the Institute of Foreign Languages in Moscow, and Mae Veskis, from Tartu University in Estonia, are participating in a new student exchange program. Organized by The American Consortium for East-West Cultural and Academic Exchange, this program involves 24 Universities. Both students spoke to me about their views on the United States and the U.S.S.R.

Interview: Soviet Exchange Students Living and Studying at Connecticut College

Claudia: Before you came here, how did you perceive American young people or teenagers compared to the Soviets of that age?

Denis: I know for sure that they believe exactly the same at stadiums and rock concerts, so I can't really say that they are different, but they are different at the same time because I think American students might be more free and less dependent on their parents – something like that.

Mae: I expected American students to be even more free and informal than they really are, and now I consider that they sit in the classroom and listen to the professor like we do. I also thought that American students would be less diligent but now I've seen that they take their studies very seriously.

Claudia: What message would you like to give the American people?

Denis: Well, I'd like to say that I feel really friendly towards Americans and I came to the United States without any stereotypical view on the American system and the American people and the American youth in particular. So I invite American students, as well, not to generalize about the Soviet people and the Soviet students and I invite them to regard each person individually when they try to make an opinion about the Soviet individual in our society. I think it would be much more helpful in finding understanding between the two sides.

Mae: Well, my university has a university club and you can become a member of it and join different pop groups, singing groups, dancing activities, the college film society or theater groups.

Denis: My college does not have such a big number of groups. I believe that my college is a little bit dull in this reference, but it's not very typical.

Mae: At dancing parties people in my college usually dance in pairs, not like here in America just moving however one like, but mostly a guy and a girl...dancing and quick dancing, but in pairs.

Claudia: Do you think that people here aren't aware of other cultures?

Denis: This is very sad, but I think it's true...people who do not take special courses or do not take foreign languages are not prepared to meet people from other cultures.

Mae: It seems to me that we know more about the States than Americans know about the Soviet Union. I've got such an impression because one of the questions that has been directed to me is, "What has surprised you in America?" But, I've seen so many movies about America (by Americans) and have read about it, so I really can't say that it has been a culture shock.

Denis: In a lot of European countries, as well as in the Soviet Union, people know more about states which are close to their borders, at least, or about different cultures...Americans turn out to be unaware of things which are going on not only in the Soviet Union but in your country as well.

Claudia: You came at a time when there [was] a race for the presidency. How [did] you feel watching this whole thing?

Denis: Some guy, I think a journalist, said this is like a chess game and a circus. What we see on the screen, I think, is more like a circus than a chess game...

Mae: I'm glad being here at the time of the presidential election. I...find it a little bit, not funny, but weird that every day [when you opened] a newspaper there [was] a kind of mutual accusation of the points of one candidate to the other. They pick up a small issue...Dukakis accuses Bush of that and that, and Bush accuses Dukakist of that and that, so it's kind of weird but of course it's a very crucial thing. People are worried about who will be our next president and so it's not a laughing matter.

Claudia: What kind of effect can the exchange have on keeping peaceful relations between the U.S. and the U.S.S.R.?

Mae: This exchange of students is a good thing, but I'm not very optimistic about the contribution it makes to the possibility of nuclear war. I don't think that anyone want war, so that is still the matter of the government, on the higher level.

Denis: No, but I think in general that it helps a lot actually because a lot of students when they get posts later, will bring these good experiences with them. From my college, probably 80% go abroad to different countries...I think student exchanges are very crucial...I'd like to have broader exchanges.

Mae: I also approve of broad exchanges of people which reminds me of a program that happened this summer between people of the Soviet Union and Americans. I don't exactly remember in which state it was, Indiana, I think, but common people from both countries marched like 500 miles together and the weather was very hot and so they had a common experience. I guess this is something that helps to promote peace because people come to know more about each other and their ways of thinking...so these kinds of ties should also be broadened to help prevent this fear and the possibility of war.
The Fourth Law of Newtonian Physics: Bathroom Gravity

An object (especially a hairbrush, comb, or toothbrush) dropped near, or in, a bathroom, will defy the first three laws of physics in order to land, ultimately, in the toilet.

By Evan Lewis

Personal

All personals in The Ech vary due to two weeks before publication (Jan. 24 for our next issue). The fee is $1.00 per 30 words. Submit to Box 1727. Entries should be typed, to assure that we won't make errors in copying.

Ride Board

All ride requests/announcements are due two weeks before publication (Jan. 24 for our next issue). There is no charge. Submit to Box 1727.

Notes From Abroad:

Modern Taiwanese Offer Their Ancestors Beer and Twinkies

Guys,

Where I live now there is a night market down the street, which is always fun, and there is a vegetable market right outside the door to my building. It is kind of hard to describe what these markets are like—just lots of people with tables and all their goods on them.

I've decided that Taiwan is a capitalistic-bureaucrat-dictatorship. One thing is that the congress is still dominated by people permanently appointed from the time the government was still in the mainland. These people are all expected to die in the next 10 years though, and will be replaced by elected officials.

I have decided that there is a clash between the old and the new here. The other day was a day to put out food and burn incense over it to give it to your ancestors. Along with the fruit and the cooked dishes some people were putting out stuff like a six-pack and the Taiwanese equivalent of Twinkies. Hell, when I'm dead I suppose I'll want beer and twinkies as much as anything else, right?

From

Jeff Bent
c/o Mandarin Training Center
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Dance Department Repertory Concert:
**Pandora’s Bag Entertains and Surprises Its Audience**

By Shelley Stoehr

Pandora’s Bag, an evening of dance, theater, and comedy, was presented by the dance department in East Studio on December 2nd and 3rd. The concert included works by graduate students Peter Bramante and Kendall Pickenpaugh, Conn. graduate Mary Barnett, and a selection of guest artists.

Peter’s and Kendall’s piece, “Junctures,” was fascinating in its simplicity. The selection of movement was essentially limited to walks and runs, and the special pattern followed strict geometric figures. Yet the superb body and especially facial expression well conveyed the sense of relationships between people. We see and understand the energy generated by people at different stages of physical and emotional closeness.

“Hand Made Her Do It,” choreographed by Daniel West and danced by Mary Williford, was terrifying. One got a sense of a character possessed. Yet the piece often verged on the erotic. I got a strong sense of a rape being committed, possibly until a rape, since the dance was a solo. Diamano’s music heightened the atmosphere of pain and fear. The screams and jumbled speech were so unsettling, it was a relief whenever it paused. At one point, one can pick out the words, “I hate men,” supporting the image of a rape. Student Amy Larimer commented that it must have been hard to dance such a frightening piece, and said, “Even watching it I have trouble being that scared.”

Perhaps the most shocking piece was B.J. Goodwin’s “Shrimp Cock Black and Blue Slide of Rings,” which she performed wearing only an apron. However, as the piece progressed, one forgot that she was nude. More of a theatrical monologue than a dance, the piece was funny, and conveyed a statement as well about young actors who wait while waiting to be “discovered.” The nudity seemed to show the rawness of that lifestyle, and the feeling such a character might have of giving up all she has to pursue her dream, perhaps of “selling-out.” The monologue was well constructed, having a satisfying and dynamic rhythm as well as content.

Other pieces in the concert included “The Living Room,” by Mary Barnett; “You’re Dressed Nicely,” an improv. music piece performed by Martha Partridge and Tigger Benford on the amandola, a type of xylophone; “Fittertage,” by Claire Porter – possibly commenting on the tendency for people to go through the motions, never pausing long enough to be aware of the smaller things like seeing, smelling and heartbeats. In contrast was “Best,” by Mary Williford. “Best” was also a piece about exercise, but was high-energy, and more dance than Porter’s comedy monologue.

**Derron Wood’s Happening:**

**A Night of Edgar Allen Poe Misinterpreted as Sacreligious**

Harkness Chapel. Monday, November 29. Derron Wood and friends perform his senior project - a theatrical production of Edgar Allen Poe’s “A Telltale Heart.” Many students are offended, feeling it was sacreligious to hold The Happening in the Chapel.

“No,” says Wood, “Religious ideology is based on the individual, not the building.”

Wood applies make-up to Stachy Shaefer

By Stephanie Bewlay

Was The Happening sacrilegious? This was one of the murmurs I overheard upon leaving Harkness Chapel Monday night before Thanksgiving. The Happening was Derron Wood’s senior project for his independent study in theater. It was a look through the mind of Charley, the orator of the “Telltale Heart,” by Edgar Allen Poe. It was humorously morbid, showing the contrast was “Beat,” by Mary Williford. “Beat” was also a piece about exercise, but was high-energy, and more dance than Porter’s comedy monologue.

It was humorously morbid, showing the destruction of a decaying mind. As each new piece, each new scene was enacted, Charley sat stone-faced, watching. So did the Old Man. After the second scene, where “The Alphabet Song” was humorously put to names of people who were horribly killed, the audience began to wonder why this old man was standing upstage, staring. Staring at nothing, and yet at everything. And why was Charley sitting even further upstage, staring at nothing, and yet at everything. And why was Charley staring, staring. Staring into the series of events which led up to the murder of this distubing old man. The same old man who had been making the audience so uncomfortable.

And the lights went on. Wait. Reality was thrown back in our faces, away from the warped mind of Charley. The clapping was rung, and runs, and the spatial pattern followed strict geometric figures. Yet the superb body and especially facial expression well conveyed the sense of relationships between people. We see and understand the energy generated by people at different stages of physical and emotional closeness.

“He Made Her Do It,” choreographed by Daniel West and danced by Mary Williford, was terrifying. One got a sense of a character possessed. Yet the piece often verged on the erotic. I got a strong sense of a rape being committed, possibly until a rape, since the dance was a solo. Diamano’s music heightened the atmosphere of pain and fear. The screams and jumbled speech were so unsettling, it was a relief whenever it paused. At one point, one can pick out the words, “I hate men,” supporting the image of a rape. Student Amy Larimer commented that it must have been hard to dance such a frightening piece, and said, “Even watching it I have trouble being that scared.”

Perhaps the most shocking piece was B.J. Goodwin’s “Shrimp Cock Black and Blue Slide of Rings,” which she performed wearing only an apron. However, as the piece progressed, one forgot that she was nude. More of a theatrical monologue than a dance, the piece was funny, and conveyed a statement as well about young actors who wait while waiting to be “discovered.” The nudity seemed to show the rawness of that lifestyle, and the feeling such a character might have of giving up all she has to pursue her dream, perhaps of “selling-out.” The monologue was well constructed, having a satisfying and dynamic rhythm as well as content.

Other pieces in the concert included “The Living Room,” by Mary Barnett; “You’re Dressed Nicely,” an improv. music piece performed by Martha Partridge and Tigger Benford on the amandola, a type of xylophone; “Fittertage,” by Claire Porter – possibly commenting on the tendency for people to go through the motions, never pausing long enough to be aware of the smaller things like seeing, smelling and heartbeats. In contrast was “Best,” by Mary Williford. “Best” was also a piece about exercise, but was high-energy, and more dance than Porter’s comedy monologue.

**Happy Holidays...**

From The Echo

**Tropicana Pure Premium Coming Next Semester**

**Students Studying The Synthesis of Electronic Music Compose and Perform Works**

By Claudia Krugovoy

Wednesday, December 7, students in Music 205 (The Synthesis of Electronic Music) will hold a concert in Dana Hall at 8 p.m. All performances were written and composed by students in the course. Glenn Danner, Brian Field, Heather Haskell, Dean Phillips and Steve Tesi, who are taking 205, wrote the music to be performed.

Professor Noel Nazario described Course 205’s music as using “experimental, new ways of presenting a musical work,” in his opinion, Music 205 was first introduced in the Fall Semester of 1986 and this year is the second time it has been offered. Students learn how sound works when tape recording, as well as how synthesizers make sounds. Professor Zahler said they must learn the mechanics of music, students find out that there is a lot more to making music than they had initially realized and “their definitions of music grow enormously.”

Students find out that there is a lot more to making music than they had initially realized and “their definitions of music grow enormously.”

Students attend class and study in Connecticut College’s Center for Electronic and Digital Sound (CEDS). The Center, “one of Conn. best kept secrets”, is a place for recording electronic and digital synthesis of music.

CEDS houses very sophisticated equipment, including full tape recording facilities for half-track, four-track and eight-track systems. There is also a Mac II which digitally controls several synthesizers, and a Fairlight CMI which can record 450 direct digital synthesis computerized signal that exist in the world today. In the course students will work with a number of courses which are offered in Music 203. Students will have an opportunity to work in the CEDS, which is one of the best kept secrets in the world today.”

Students must take a Theory or Class, Music 111 as a prerequisite.

Next semester, students who have taken Course 205 will qualify for Course 204, which deals with Computer Music. Completion of these classes can lead to programs of Independent Study.
**Sports**

Conn. Now Offers Both Sport Karate and Taekwon-Do

By Vinndye Candela

Del Rio's Taekwon-Do ITF meets Monday, Wednesday and Thursday from 4:00 p.m. to 5:30 p.m. and Tuesday from 4:30 p.m. to 6:00 p.m. in the gym on the second floor of 1.0.

Marc Lazare, a black belt and member of the New York State Taekwon-Do Team, began teaching Taekwon-Do earlier this semester. Marc volunteered to teach this club after several Conn. students showed interest. Conn. has had several other types of martial arts classes, but this is the first year for Taekwon-Do. Marc, a qualified teacher and ten-year trainer, made this club an official school, recognized throughout the world, by joining the International Taekwon-Do Federation (ITF)." In his class, Marc teaches fighting, form, street self-defense, weaponry, women's self-defense and the discipline of the art. The club consists of approximately ten members, but attendance is increasing now that full sports have ended.

**Equestrian Team Expects to Score Well**

This year a new division has been created; and since Conn. no longer has to compete against schools with more extensive riding programs, such as Mt. Holyoke and U. Mass.

The Intercollegiate Horse Show Association organizes four shows in the fall and three in the spring. Each show is hosted by a different school. Connecticut College's team participates only in Rhode Island and Connecticut. The team used to compete in Massachusetts as well. This year a new division has been created; and since Conn. no longer has to compete against schools with more extensive riding programs, such as Mt. Holyoke and U. Mass, its chances of success are better this year. Recently it competed at the University of Connecticut. In April our team will host a show at Mystic Valley Hunt Club in Ledyard.

"The Camelettes" Change Their Image

By Michael Kahn

A new club has been created at Connecticut College. It was formerly "The Camelettes", a figure skating club which used to skate between periods of the hockey games. The new club will include anyone interested in skating. President Beth Munger wants to "create a community of interest where everyone who wants to skate can do it without feeling self-conscious." At this time, Munger and Treasurer Jill Avery are still trying to find a convenient meeting time for interested students. Munger hopes to find "an hour or two during open college skate time, which is right. a.m. to one p.m. Monday through Friday" when everyone can get together.

The club is looking for members, and will be, according to Munger, "informal". Students interested in learning to skate are encouraged to become involved. "It will be more formal next year," Munger said, "and maybe more like a precision team in the next two years." Last year, eight skaters graduated, and Munger was made President. Avery said that Munger is "a trained professional and an excellent skater not only with a lot of talent and experience in skating but also in teaching." Avery agrees with Munger that the club is just for fun, and that anyone interested in learning to skate or in skating more should come.

The figure skating club was given $200 from the SGA budget, which Avery said will be used "to benefit the Connecticut College skaters and maybe to get costumes, if we can get an act in the spring skating ice show this March."