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THE COLLEGE VOICE

VOL. VII NO. 2

De te fabula narratur

OCTOBER 4, 1983

Search For Dean Continues

by Karen Weldon

At the beginning of the semester, students, faculty, and staff members received a report from the Search Committee for the Dean of the College. The report outlined the responsibilities of the Dean of the College. It also detailed the work of the Committee and the progress that has been made in setting up a framework for reviewing applications and selecting candidates to be interviewed.

The Committee is comprised of two administrators, seven faculty members, and two students. Will Kane ('84) and Beth Munigle ('85) are the two student representatives (appointed by President Ames) working on the committee. In a recent interview, both students expressed enthusiasm about their involvement in the search for the new Dean. "Things are running very smoothly," commented Beth Munigle, "we've asked ourselves 'what do we want to do, and what are the different ways of going about it?'"

Munigle. "We're trying to get as much outside input as possible to find what type of individual would best fill the position."

The applications will be read by the Committee in teams of two. Every application will be ranked A, B, or C. 'A' will mark the application as outstanding, 'B' will mark it as needing further discussion by the committee as a whole, and 'C' will note that the applicant was considered unqualified for the job.

Especially important in choosing the new dean is his or her ability to interact well with students. Kane and Munigle explained that part of the interviewing process might include student roundtables. Approximately 12 students would be chosen by the Committee to ask the candidate questions and comment on his or her response. There would be different roundtables at each interview.

Kane and Munigle stressed the Committee's concern that there be as much student participation as possible. Kane said, "I have felt like a full member of this committee and that I have every option open to me." "Allowing room for flexibility is especially important," commented Munigle, "and the Committee has kept this in mind."

In an interview on September 26, John King, Acting Dean of the College, said that he was enjoying the challenge of the job. "It certainly keeps you hopping... it's a very fast paced position," he said. "The day to day focus is advising, careers, graduate school, etc. There are a lot of administrative-type responsibilities and many immediate, practical issues that need to be addressed."

When asked if he planned to apply for the position, Dean King said he does not expect to. He will remain as Acting Dean for the full school year and then resume a regular class schedule.

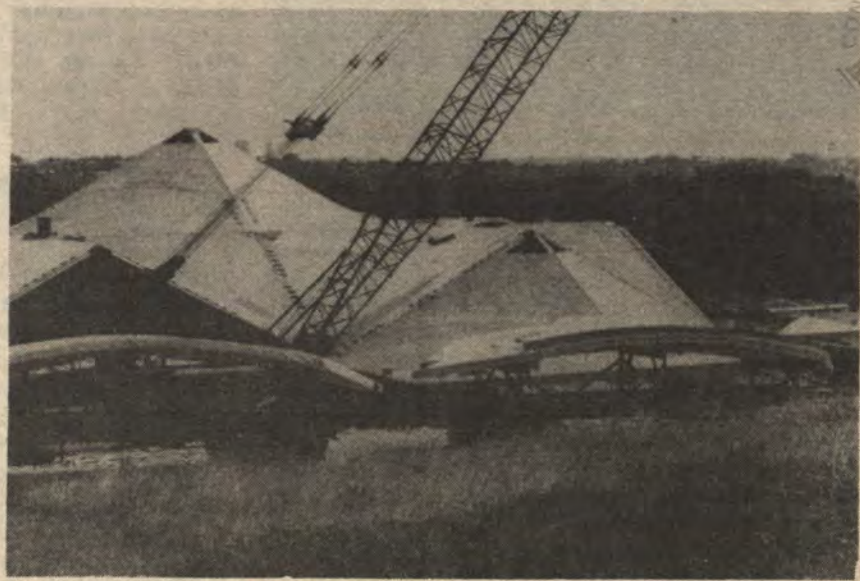
The deadline for applications is October 15th. The Committee's target date for having all of the applications read is Thanksgiving. After Thanksgiving, selected applicants will be called for individual interviews. The Committee hopes to recommend a candidate to President Ames early second semester.



Will Kane

A lot of time and energy has gone into the workings of the committee. Kane and Munigle said they felt that the system which has been developed for reading applications and choosing candidates to be interviewed is very efficient.

In June, questionnaires were sent out to various people connected with the college. Included on the mailing list were those who report directly to the Dean of the College all faculty members, student leaders (housefellows, class council members), and Alumni (former housefellows, class presidents, and trustees). The response to the questionnaires was very positive. The issue was widely discussed among administrators and faculty. "The Committee is really breaking new ground," said



BY LISA MOLL

Field House Raises Questions

by Linda Rich

Down across Route 32 the new Connecticut College field house is under construction. In a more central location on campus, the Palmer Library stands empty. Plans for its renovation into the Center for Humanities remain a set of drawings.

The original outline from 1979 included 6 new classrooms, 44 faculty offices, new seminar rooms, a new language lab, a faculty lounge, and a spacious central lobby area. The full project was to cost 2.5 million dollars. Although enough money was raised in order to win the Dana Foundation's challenge grant for \$500,000 in 1980, the total funding was never attained.

The plans have been redrawn. The revised set of drawings, (on display in the new library), include space for the Writing Center, a Commons Room for an informal meeting area for faculty and students, and a faculty dining room and lounge. Today the project will cost 3.85 million dollars. Work will not begin before 1985.

The field house was announced as an official project in the fall of 1982. This project will be complete in 1984.

By the end of August, \$397,000, under ten percent of the 4.1 million dollar cost of the field house, had been raised. According to College Treasurer Leroy Knight, construction has begun in anticipation of gifts to come. The building is being funded up front with a loan that Mr. Knight describes as a "bond issue". He explained that he could not give any details

...plans for the fieldhouse have been so quickly realised...

until the college's attorneys complete the negotiations. The present capital campaign runs until June, 1986. With an additional five years to receive all the pledges, Mr. Knight expects that the field house will be paid for at the end of an eight-year period, in 1991.

Fifty-two percent of the necessary funds for the Humanities Center had been raised by the end of August. In June the college was awarded the Kresge Challenge. Cathy Baer, Assistant Director of Development for Corporate and Foundation Gifts, describes this as a "topping off" grant. This means that if we raise \$1,684,494 by December 15, 1984, the Kresge Foundation will write a check for the final \$400,000. Fund raisers believe that this goal is attainable, and the administration is optimistic that the college will have sufficient funds by 1985 to begin the Palmer Library reconstructions.

The fact that the plans for the field house have been so quickly realized and those for the Humanities Center have been neglected raises many questions about the priorities of Conn College. In making the decision to go ahead with the athletics center, the Board of Trustees was contemplating the financial success of the college. They

Cont. on page 3

New J-Board Policy Instated

by Dan Collins

Judiciary Board has put into action a new policy that will attempt to curb honor code infractions by students "turned in" by Campus Safety. The policy, proposed by Connecticut College's new Director of Campus Safety, Charles Richards, will limit students access to official security reports.

The policy denies students, who are accused by an officer of a violation of the honor code, access to the arresting officer's comments until after the student has written his or her own comments.

"Students can read the charges against them, and who is involved, but cannot read the officer's narrative until he or she writes his own version of what happened," Richards said.

Under the former policy students were allowed to read the entire report submitted by Campus Safety to Judiciary Board. This policy, according to Judiciary Board Chairman Hal Sizer, created problems.

"With the past policy, a guilty person could manipulate the officer's report to make it sound erroneous, or change his own

story to make it sound better," Sizer said.

The policy has not gone unchallenged, however. Byron White, a dormitory president, stated that in the section of the college handbook dealing with matriculation, it says, "The student is responsible for a serious, scholarly attitude." White argued that by denying students access to the officer's comments at any time, Campus Safety is assuming that the student does not possess that "serious, scholarly attitude," and therefore is itself violating the honor code.

Career Counseling : Updated & Uplifted



by Diane Hemlock

For those of you who are not quite sure about the functions and services provided at our Career Counseling Center... relax. This article, written with the somewhat confused and apprehensive student in mind, should answer any basic questions you have about the Center. Although Career Counseling works closely with seniors during their last year at Conn, a few visits to the new Center at 1 North Ridge Road will prove to be really helpful for students in any class. Just a quick chat with Mary Neilan, the Secretary and Recruiting Coordinator, or any other member of the staff, and you will feel right at ease nosing around the offices and checking out the new facility. To get there, follow the road that runs along the Complex, past Dean Johnson's house, for a few hundred yards and it will be a white house on the right (with a small parking lot across the street). The main entrance is on the far side of the building.

The recent relocation of this office has provided us with some much-needed room for expansion. We now have a spacious library that houses all the resource material, with large tables for spreading out your research catalogues, and room enough to hold receptions for programs like alumni panel discussions. The shelves in this library are stacked with a plethora of informative references for grad school hopefuls, as well as career-minded students. There are geographical indexes for organizations and businesses, specific occupational catalogues, and general career books to help you do such things as outline your resume or prepare for an interview. Especially of interest to seniors getting anxious about on-campus interviews are the organization brochures sent to the college by prospective recruiters. You'd be sur-

prised at how much better you feel about your future after spending some time reading through just a few of these booklets, rather than going to Cro for yet another chocolate milkshake! The library comes complete with a very helpful librarian, Mrs. Loeser, who works on Monday, Tuesday, and Thursday, and it will be open Tuesday and Thursday nights from 7-9 p.m. starting in October.

Another great improvement in the new Center is the third-floor recruiting area, where we now have room for two simultaneous, private - and quiet - interviews. Recruiter group meetings will be held in the library, too.

Betsy James, the Director, spends a lot of time traveling, meeting with potential recruiters, setting up interviews, and talking with seniors about their possible career options. (Seniors - this is a **must**, so you should set up an appointment as soon as you can.) It's a really good idea for sophomores and juniors to come in and get to know Miss James, too, so as to avoid the pre-graduation rush. She can be an incredible help, if you give her a chance to learn about your goals and experiences.

A good way to get acquainted with Carl Ochnio is to apply to the January Internship Program. Carl is the Assistant Director of the Career Counseling office, and the Internship Coordinator. He is very enthusiastic about the Internship Program, and is "looking forward to the biggest year ever." Right now, Carl is busy trying to set up internships for a record number of applicants, and encourages everyone to apply for the next program.

Jenni Davis, '83, also works in the office, as a Special Assistant, serving as a liaison between the student body and the Career Counseling Department. Jenni hopes to promote better relations with students by

encouraging sophomores and juniors to start thinking about careers **before** senior year. She's planning a career workshop for those students who aren't sure of their career objectives. Next year, a new position will be created for an Associate Director who will help students especially interested in business, mathematics, science, or computers as a career.

The office as a whole is working to improve summer job opportunities, graduate and professional school services, internships, and career options for Conn's students. Career Counseling is not only for un-

dergraduates, but also serves alumni, assisting them in relocating and beginning new careers. In return, alumni are an important resource for internship leads, panel discussions, and potential job openings in their organizations.

With all the departmental changes and the recent relocation of the Center, there's a new emphasis on careers at Connecticut College. Campus groups with a similar career orientation are forming all over. A Career Committee of student working directly with the office serves several functions: running mock

interview sessions with video equipment to help students assess their own performances, holding resume-preparation workshops, and assisting with alumni panel discussions. SGA and the junior class have both recently established their own committees on careers also.

So, as you can see, we have a potentially very helpful resource for career information in our new Center. The atmosphere there is friendly and comfortable - no need to be uneasy! The staff is really anxious to help you, and they're looking forward to seeing everyone soon.

De Natura Series : Provocative

The De Natura lecture series occurs every Thursday evening at 7:30 in the Haines Room. The last one of this year's series will be October 13. The lectures are sponsored by the philosophy department every autumn and are an attempt to bring the sciences and the humanities together. This program was inspired by the annual De Litteris series which Mr. Despalatovic started in 1972.

This more recent series is the brainchild of Mr. Woody. It is addressed to a general audience challenging the lecturers to make their specialties comprehensible to humanities students who have, as Mr. Woody puts it, "a negative will with respect to science." All of the lectures are presented by members of the Connecticut College faculty.

Mrs. Madeline Chu of the Chinese department presented "The Taoist Conception of Nature" on October 22. She quoted the founding philosopher of Taoism to open the lecture: "Those who know do not speak; those who speak do not know."

Taoism transcends language and therefore cannot be defined or understood with words. Since it transcends language it follows that it also transcends consciousness since language is the objectification of consciousness. This makes Taoism a very dif-

ficult thing about which to lecture. Mrs. Chu discussed Taoism without giving any definitions and without any precise statements, for she could not possibly have done otherwise. She spoke about such things as a unity with nature but she could not define her terms.

To a western mind an inability to define terms is a serious fault. Indeed, during the question and answer period several people were very disturbed by the lack of definitions. Other members of the audience pointed out that the western mind could not comprehend the eastern way of thinking but in so doing so they condemned western thought. We cannot simply take our western thinking and throw it away when we want to examine other modes of thought. We are what our historical conditioning determines us to be. It is necessary to be fully aware of our westernness when considering different ways of thinking. Once we are aware of our western thinking we can transcend it and attempt to understand eastern thought through that transcendence. The most valuable aspect of the lecture was that it brought us to a realization of our westernness and thus set the stage for a better understanding of all concepts foreign to our culture.

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What's With That New Building, Anyway?

by Amy Blackburn

What's down there? It's the new athletic center, scheduled to open in the fall of 1984. The purpose of this center, according to Athletic Director Charles Luce, is to "improve intramural and recreational opportunities." He feels that the center is important not only for student athletes but also for all those who value athletics. Luce is aware of the uncertainty surrounding the new building.

There are no plans for a new swimming pool in the new complex. The original plan did call for a track surrounding four playing courts; however, the number of courts was cut to three to save space. And the track? It narrowed to a three foot wide jogging lane. Luce feels that three courts are enough because the court upstairs in Cro will still be available. This court will be divided into two parts; the west side for gymnastics and gymnastic equipment and the east side for 100 percent unscheduled recreational activities. Anyone will be free to use the east side for any purpose except parties. The weight room, housing the Universal Gym and the free weights, will remain in Cro.

Due to increasing popularity of squash and raquetball there will be four squash courts and two raquetball courts. The training room, now located in the infirmary, will be a major part of the field house. The new room will be larger than the present training room and

will have the added feature of hot and cold whirlpools. Several locker rooms, team rooms and offices for coaches will also be located in the new building.

With the added features a the field house, there should be no scheduling problems due to limited facilities. In charge of the athletic and recreational indoor facilities is Marilyn Conklin. She will be working closely with Charles Luce to insure that the interaction between intercollegiate athletic scheduling and recreational athletic scheduling runs smoothly. Conklin thinks an important benefit of the field house is that it will allow intramurals to operate at "respectable times" and this, in turn, will boost interest in participation. Because of the three main playing courts, several different activities can go on at once - even during the "prime hours" between 4 and 8 PM. In addition, there will be room to accomodate 600 spectators in portable bleachers which can be rolled onto the northernmost court.

In addition to the construction of the field house itself, a proposal for the construction of a bridge was submitted. This connecting bridge will run from campus, across Route 32 to the athletic center. The bridge is expected to be completed before completion of the center. This campus is expanding and Charles Luce is hoping everyone will take advantage of the new opportunities.

Feminism

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They may not agree with one another but see the need to re-evaluate our present systems. We need to do this together - have discourse and dialogue to develop ideas and understand the major implications of these questions. This is what feminism is all about in the eighties. Feminism seems to have become an extremely negative term. But we must not forget the history we have come from and the changes that have taken place as a result of that history.

The purpose of this article is not to make you a feminist. It is to ask you to use your

knowledge and skills to examine and question our institutions with respect to

gender. Perhaps once you have done this, you will realize that you are a feminist too.

Field House

Cont. from page 1

determined that the new field house would have a more immediate impact on admissions.

Director of Athletics, Charles Luce, surveyed the athletic facilities of our competitive colleges, and concluded that Connecticut College has a shortage of recreational space. The field house will serve the college community by improving and

increasing recreational facilities, expanding the intramural program, and guaranteeing more routine practice hours for sports teams.

Although the proposed Humanities Center has its own merits to boast, the old Palmer Library has been empty since 1976. It will take a few more years before the renovations are more than drawings.

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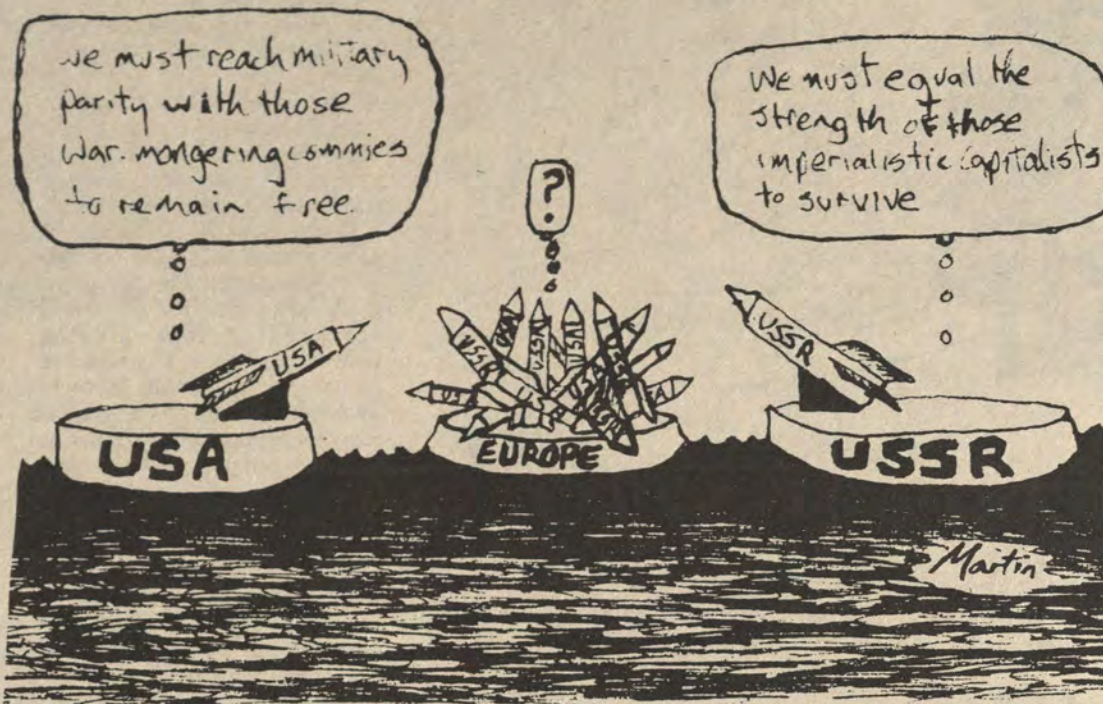
Viewpoints

Arms Race: Unprecedented Precariousness

by Kent Matricardi

Ronald Reagan wants to put the military to work. This fact is thrown in our faces every day as increases in military spending push aside programs in education, the arts, and social programs.

The arms control offers Mr. Reagan mentioned in his speech to the UN (Sept. 26) are merely a needle in the haystack of nuclear proliferation. He talks as though peace were a priority, but developments in US foreign policy and military power point directly to war.



missiles and 464 ground-launched cruise missiles in Europe this December, we will put the Soviets (and thus ourselves and the world) in a situation of **unprecedented precariousness**. The Pershing 2 missiles have first-strike capabilities. They are not defensive weapons. Add to this the fact that they are to be placed five minutes (missile flight time) away from Moscow. This will not leave the Soviets any time to distinguish false alarms from real invasions, and the first mistake made by any radar operator or computer will leave them only one option: open fire. The third problem is that the cruise missiles are so small that they cannot be monitored or verified. Unverifiable weapons make disarmament talks nearly impossible. The US is pushing the USSR into a corner, and of course they will push back.

This pattern of US improvement and consequent Soviet equalization has been repeated again and again ever since WWII. Ronald Reagan is perpetuating it.

It is now time for the US to act consistently with our spoken desire for peace. The Pershing and cruise missiles should not be deployed. Missiles are not for peace.

You may not think there's anything you can do to help prevent nuclear war. If you sit around doing nothing about it, then guess what? You're right.

delusion. The challenge is simply to avoid the war. This is a novel situation historically, and it requires that a whole new stance be taken by the governments of the world.

At the moment the US-USSR nuclear arms race is very nearly at a state of equilibrium. Thus it is the perfect time for a freeze on the production and deployment of nuclear weapons. Obviously neither side would agree to a freeze if it were to the other's advantage. Further, a freeze is the necessary first step on the road to nuclear disarmament.

But the US is about to break this nuclear equity. By deploying 108 Pershing 2

the bigger, better proliferator. (As though the way to convince a pair of boys not to fight was to give them brass knuckles, clubs, and guns!)

The drive for military superiority is the essential impetus behind this Administration's actions. The

practical and philosophical inappropriateness of this course of action cannot be stated too strongly. The US and the USSR already possess the power to destroy the world hundreds of times over (as if once is not enough). In this situation any thought of "winning" a war is strict

'...developments in U.S. foreign policy and military power point directly to war.'

Unfortunately Mr. Reagan doesn't see it this way. His response to the problem of nuclear proliferation is to be

Equal Rights: 40; Feminism: 5

by Jill Strickman

"How many of you believe in equal rights for men and women?", asked our Women's Studies lecturer. Forty hands went up. "How many of you consider yourself feminist?" Five hands were raised. This disparity in response was odd considering that a feminist is defined as one who advocates legal and social changes that will establish political, economic and social equality of the sexes. If one truly believed in equal rights, wouldn't one also be a feminist?

A woman earns 59 cents to every dollar a man makes.

In assessing the attitudes around the Connecticut College campus, it is clear that the reason many people do not identify with feminism is that it conjures up a picture of militant women who burn bras and hate men. Perhaps some women who identify with feminism do have these characteristics, but this is not what feminism or being a feminist is. A feminist is one who has basic human concerns and who is committed to supporting equal rights for men and women. Feminists come in all shapes, sizes, races, marital states and sexual persuasions. Perhaps many of the feminists in the late sixties and seventies were militant and angry at men, but many of

these women marched, lobbied, went to court, took abuse and fought for the right of every woman to be treated as a person. Without the efforts of these women, there would not today be the opportunities and options we have available to us. In a recent **New York Times** article, Dr. Sally Ride, a true first, was quoted as saying that she credits other women for her success and even for the fact that in 1977 she applied for astronaut selection because of a notice in the Stanford University Women's Center. If it were not for the women's movement, says Dr. Ride, "I wouldn't be where I am today."

Can any young women of today disavow Ride's statement when we have before us so many opportunities and choices that did not exist only a short time ago? We cannot forget that not long ago accepted standards for a woman's worth were based on youth, beauty and obsequiousness. Although many changes have taken place, we have a long way to go before women are truly equal.

Now we need to apply the education and awareness we have gained from the women's movement and from our college education. Although young women today believe that they can do and achieve anything, when we face the realities that lie ahead we see that there are still many obstacles in our way. There are

many signs that indicate that women are far from equal: A woman earns 59 cents to every one dollar a man makes. Two of the one hundred senators are women. Women faculty at Connecticut College are paid less than male faculty. In order to continue making changes and making our opportunities viable, we need to question the social, political and economic institutions. We must examine the history of decisions that form these institutions and look at who made them, why they were made and how they affect women in the present. Gender is in every aspect of our lives. We must understand what assumptions have been made and whether they are still pertinent in our society. Feminists are people who are interested in these questions.

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The Voice welcomes letters to the editor. Letters must be typed and, for legal reasons, the Voice must know the author's identity. Letters may be sent to P.O. box 1351, or to the Voice office, 2nd floor Cro

THE COLLEGE VOICE

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The Role of Art

by
Professor Eugene TeHennepe
 "Art is a luxury, and should remain so," a faculty colleague once told me. "In times of economic downturn such as these," he said, "we must prepare people to make a living."

Well, when the choice is between food on the table or shoes for the kids, on the one hand, and art on the other, I accept it as a truism that art may have to be foregone. But it is a serious confusion to think that this truism also applies on the institutional level, in particular to the liberal arts college. On the contrary, I will suggest briefly why I consider art to be not a luxury but a **necessity** for the institution of liberal arts education.

To be worthy of the name, a liberal arts education must strive to 'liberate' by both encouraging and practicing the exploration and development of basic kinds of skills and sensibilities, and thus generating genuine alternatives and freedom to choose. There are obvious ways in which the arts contribute to this process, but which nonetheless might be considered inessential and 'luxurious'. But from a very basic, if not easily recognized perspective, they become **essential** to this 'liberating' process. Let me explain.

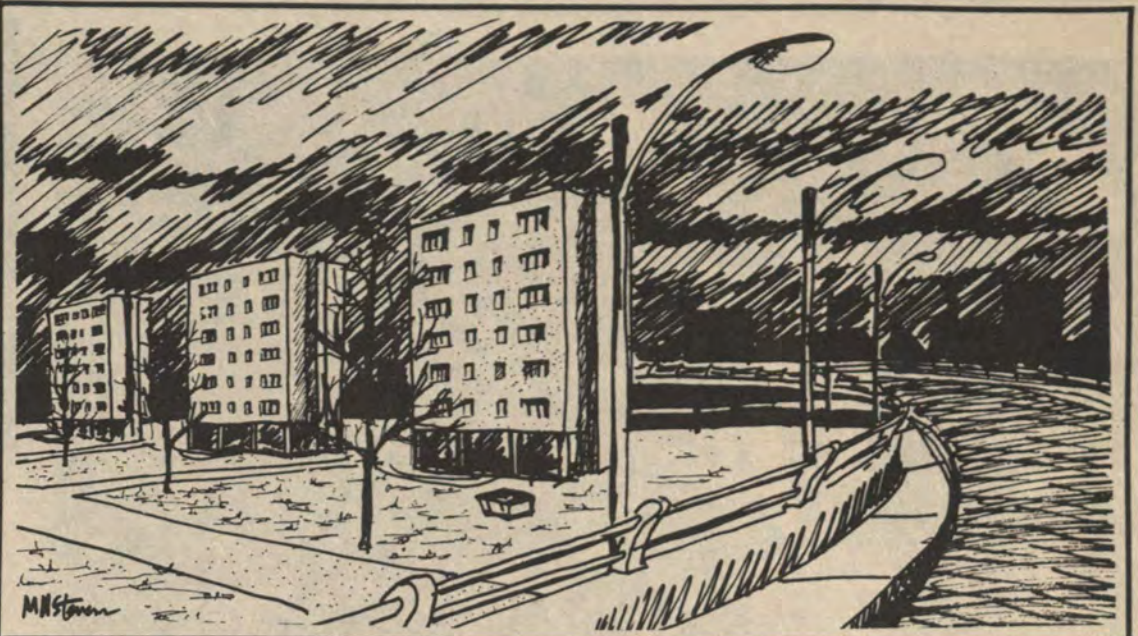
Our usual ways of understanding and talking about our experience and our world become embodied in a variety of concepts and conventions - most prominently in our language. And precisely because these **are** the usual

Incidentally, this role of plucking the mask from the face of reality is not reserved for the artist. For example, at its leading, most creative edge, science too does this. But when it does we are almost forced to say, as the renowned physicist/philosopher Henry Margenau said in a visit here some years ago, that at that point "physics is more like art than anything else." Thus it is art **par excellence** which liberates us from that most deadening dogma - yea, that metaphysical myopia - of thinking that our usual ways of apprehending things are the only and everlasting ones. And if a liberal arts education is to truly liberate, it must surely embody the arts in order to liberate in this most basic sense.

ways of sorting out and dealing with things, our everyday, practical concerns dominate this process. Thus our practical concerns and the language which embodies them become a grid through which we tend to experience ourselves and our world. We take **this** language, **this** set of concepts and conventions as a 'metaphysical map' - and thus screen out **alternate** ways of experiencing and understanding. One way of countering what might be called this linguistic and cultural chauvinism is the study of other languages and cultures. But another way of countering this chauvinism, and in a certain sense a deeper way, since it bypasses all conventional language, is the artistic process.

By its very nature art stands outside our established, pragmatic, conventional ways of apprehending. A contemporary philosopher, Stuart Hampshire, puts this so well that I will simply quote him. He says, "Experience of art is by definition an experience in which practical interests, and the ordinary classifications that reflect them, are for a time suspended in an unpractical enjoyment of the arrangement of something perceived." (**Thought and Action**, p.244). Likewise the artistic process itself attempts to see what our usual pragmatic seeings tend to ignore, it attempts to say what cannot be said within our everyday forms of communication. In brief, the artist and the artistic process strive to liberate us from our usual ways of apprehending which have, as Hampshire puts it, "hardened into habit and heedlessness." (241).

Regrettably, reigning aesthetic theory tends to blur this because it tends to treat art as the expression of the 'inner states or feelings' - the hidden urges and inclinations, tickles and itches - of the artist. But this is just bad aesthetics growing out of a bad (Cartesian) metaphysics. Common sense knows better, and so will anyone able to crawl out of the Cartesian egocentric prison. What art does is to occasionally pluck the mask of our conventional apprehensions from the face of reality, and thus enable us to distinguish the mask from the true face.



Architecture & Marxism

by **Tim Pratt**

If modern architecture is in a quandary, so is the social philosophy that spawned it. The Marxist idealism that rescued European intellectuals from the disillusionment of World War I, and found physical expression in the International Style of Architecture, has been unable to provide workable solutions to the social problems of the late twentieth century. The International Style was largely a reaction against the indiscriminate uses of classical and medieval ornamentation which, it was felt, reflected the frivolous and "inauthentic" nature of the bourgeoisie. However, rather than ushering in a new age of social happiness, the International Style has become, for many, the very embodiment of the bleakness and sterility of twentieth century life. The dreary apartment complexes that house the urban poor are perhaps the most tangible evidence of social illness to be found anywhere in this country.

America's politicians are searching for new answers to familiar problems, and so are its architects. The success of both groups, however, has been mixed. While the conservative policies of the last few years have achieved some major economic victories, the plight of the urban poor remains miserable. And while leading architects have managed to liberate themselves from the rigid tenets of modernism, they have yet to

solve the riddle of low-income housing. What is needed is a constructive alliance between politicians and socially conscious architects that will approach the problems of urban design not with outdated academic theories about "authentic consciousness" and "re-education" (which, as Tom Wolfe has noted, were born in the rubble of post-World War I Europe, and have no relevance to American conditions), but with an honest evaluation of the needs of the urban poor. While a program of this sort will strike many as yet another ingenious method of squandering the tax payers' money, it must be remembered that the resources devoted to combatting the crime and vandalism of the urban slums are staggering, and that innovative architectural solutions, while costly, would reduce this constant expenditure.

In the 1930's and 1940's, the fathers of the International Style claimed that architecture alone could solve our social ills. Obviously, it has not. But the failure of architecture to fulfill its "mission" is testament to the impracticality of the Marxist theories that have dominated architectural thought, and not to the powerlessness of architecture. For if the ability of a building to improve and elevate the lives of its inhabitants can be harnessed in the struggle against urban decay, the promise of modern architecture may yet be realized.

Another Thought on the 'Ideal College'

To The Editor:

The truth is that the "ideal college" is one that trains its students in a tradition that will perpetuate the existing status quo. The changes that will be made by a student of such a college will be ones that will aid in this perpetuation.

Mr. Ames states that the liberal education is "valued as preparation for informed and active citizenship." An informed and active citizen is one who looks for ways to make the existing system work more efficiently.

A critical thinker looks at the status quo, finds what is wrong with it and in doing so changes it thereby creating a new order. A critical thinker is thus a revolutionary and a danger to institutions of the present state. Connecticut College is one of these in-

stitutions.

The function of this college is not to train critical minds but to train minds in the ideas that will perpetuate the system. This kills these minds,

'It is, in the best interest of this college to stifle critical thinking.'

for a living mind must be critical - it must constantly strive to come to know the world as it is and in doing so change it. Coming to know the world is thus revolutionary activity. Responsible citizenship does not demand,

as Mr. Ames claims, that we think at all, for a "responsible citizen" could hardly be called a revolutionary.

The function of a liberal arts college is to train the students in the ideas of the ruling class (make them our future leaders, as it were) so that they can go into the world and perpetuate these ideas. The critical thinker is a mortal danger to the status quo and thus to this college. It is, therefore, in the best interest of this college to stifle critical thinking. But it has not been successful enough. You, Mr. Mahoney, are one of its failures for you have a critical mind and will therefore change the world rather than aid in the perpetuation of the status quo.

Norah Martin '84



"I abhor the dull routine of existence."

I crave for mental exaltation."

Sherlock Holmes

Arts and Entertainment



Metamorphosis : Kafka's Work Realised

by Ellen Bailey

On October 6, 7, and 8, the Connecticut College Theatre Department and Theatre One will present a workshop production of *Metamorphosis*, a story written by Franz Kafka and adapted by Charles Dizenzo.

Director Peter Feldman, a guest artist in the Theatre Department, explains that the play revolves around a situation created in the opening line of the play: "As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed into a gigantic cockroach." Feldman reveals, "I am struck by the combination of comedy and horror in the piece. I think it's a family play; that is, it is a story about a family but it has larger overtones as well. There's an element of nightmare in this story."

Feldman, who has directed more than twenty plays in Holland, England, Canada, and the United States, believes that "each experience is different, each play is different." In comparison with another of Kafka's works, *The Trial*, which he has also directed, Feldman believes that *Metamorphosis* is evolving into a far more realistic style play than he had originally planned. Because the cast is "green", Feldman explains that "it is a director's responsibility to stretch them a bit... Instilling confidence is important, and pushing them to go beyond."

Along with the usual problems encountered in teaching and directing,

Feldman discussed his feelings about being a guest artist at Conn. "Being a guest artist is a really neat situation. I'm responsible only for the integrity of myself and my classes, instead of other (teaching) situations where I also had a continuing responsibility for shaping the theatre program. It's a heavy pressure... a heavy teaching load is very draining. The real problem of the artist is the draining and crushing that makes it harder to use his imagination because it's over-used and overworked with the pressure. This is a problem colleges and universities haven't addressed yet. You go into teaching at colleges to, presumably, practice your art and teach at the same time... It's a con game, because an artist is being chewed up by the factors I mentioned. He loses a great deal of creative energy. That is why I'm very satisfied to be irresponsible, except to my classes and productions. There isn't much money, but there are other values involved."

Tickets for *Metamorphosis* may be obtained through the Palmer Box Office. Admission is \$2.00 for students and \$3.00 general admission. Curtain time is 8:00

Happenings

by Courtney Taylor

Oct. 4-10

Children's Film Festival. October 1-November 12, Saturdays from 10-11:30 a.m. Movies will be held at the Bill Library, Col. Ledyard Hwy., Ledyard. This Saturday, October 8, **Pippi Goes On Board** will be shown. Pippi Longstocking involved in a mystery of finding gold. No admission charge.

Mystic River Crafts Festival. Saturday, October 8 from 10-8 and Sunday, October 9 from 12-5. The craft show will be held in the gym of the new Mystic Community Center, Mason's Island Rd., Mystic. There will be pottery (including work done by Peter Liebert, chairman of our Art Department), jewelry, baskets, and stained glass, among other interesting crafts. In addition, food and drinks will be served and there will be a raffle for a quilt. Admission is \$1.00.

Heritage Weekend. October 7-9 in downtown Mystic from 9 a.m. to 8 p.m. There will be cultural events including a tour of Portersville Academy, which is full of local artifacts. For the promotion of this event, shops of Mystic will have sales and discounts.

Theater Department Production. Sponsored by the Theater Department and Theater One, *Metamorphosis* by Franz Kafka, will be performed under the direction of guest artist, Peter Feldman. Curtain time is at 8 p.m. October 6-8. Tickets are on sale at Palmer Box Office.

"Eleven Phases of Art" and Richard Lukosios: One Man Show. Two exhibits at the Lyman Allyn Museum opening October 9 and running through October 30. The first exhibit consists of 11 Connecticut artists' displays of paintings, sculpture, etchings and lithographs. Richard Lukosios will have a display entitled "Works on Paper." The museum is open 1-5 Tuesday through Saturday, and 2-5 on Sundays. No admission charge.

Faculty Recital. Frank Church, Violinello. Curtain Time is at 8 p.m. in Dana Hall. October 8.

Art Opening for Faculty Show. October 9, 3-5 p.m. Latest pieces by David Smalley, Time McDowell, Cynthia Rubin, Richard Lukosios, Maureen McCabe, Peter Liebert, Barkley Hendricks, and Ted Hendrickson. All are welcome.

Homecoming/Octoberfest. Saturday, October 8. 11 a.m. - Women's soccer. Noon - Judging of dorm banners. 1 o'clock - Men's and women's cross country. 2 o'clock - Men's soccer. 3-6 p.m. - Burgermeisters' Orchestra, concessions, beer, cider.

If you know of a local event that you would like listed in *Happenings*, leave your suggestion in the Voice office in Cro, c/o Arts and Entertainment.

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Distribution Requirements Foster Mixed Opinions

by Carolyn Egan

Recent changes in the breadth of the academic distribution requirements which affect the Class of '87 primarily, but also the Class of '86, have provoked many students to re-evaluate the meaning of "liberal arts." Apart from the designated "areas" from which a supposed well-rounded curriculum may be chosen, the sophomore and freshman classes must also fulfill a language requirement in the form of either a year at an elementary level or a semester at a more advanced level. The Class of '87 and subsequent classes are obliged to take a math and science course as distinct from the previous single requirement of one or the other.

Following are the results of a student poll conducted last week. The question: **What do you think about the added language and math-science distribution requirements imposed upon the freshman class?**

Overall, upperclass students surveyed last week tended to support the new academic requirements as practical and protective of a liberal arts education.

Liddy Rich, a senior history major: "The idea of liberal arts is to become as well-rounded as possible. I think the new requirements are good. I wish I'd been forced to take a science... people tend to get wrapped up in what they're studying."

Marcie Gross, senior history major: "I think the new requirements are a step in the right direction. Today, there is such hype about computers and science... I would have loved to have taken a science and a language, but I was afraid of them. Had I been forced to take them, I might have developed an interest."

David Murphy, senior government major: "I wish there had been more stringent requirements when I was a freshman, particularly a language requirement. A government major needs languages. The world is smaller - knowledge of languages is pragmatic today due to the interrelation of nations."

Kim Burgess, junior classics major: "If a college has standards at all, they

may as well be diverse. Besides, you can't be entertaining at a cocktail party if all you can talk about is economics."

'You can't be entertaining at a cocktail party if all you can talk about is economics.'

Most underclassmen resented the new requirements as impediments to immediate specialization.

Mike Wetz, freshman prospective zoology major: "The new requirements are time-consuming. They hinder

you from getting into the area you're interested in and knowing as much as you can about it."

Laura Maguire, sophomore psychology major: "I don't agree with the language requirement because it seems pointless if you are not majoring in it, since high school has given you some basic knowledge of languages. There is more logic in math or science. They teach you to think. I don't think both should be required though, because they are similar."

Donna Dobryn, freshman prospective Asian Studies major: "There should be more lee-way. Rather than one science and one math, you should be able to take two

sciences or two maths if you like one better than the other."

Clare Mahon, sophomore art history major: "As an art history major, I have little to no interest in math or science. High school math is sufficient. The language requirement, however, is important. Someone is more apt to use a language in everyday life."

The dramatic difference in priorities expresses best the real threat to the liberal arts education in an unprecedented urgency to comply with what may be claimed as technological expediency: the pursuit of a highly specialized and hence, marketable bachelors degree.

Keeping Up With the Jones'

It is easy to live in the greenness of the Connecticut College campus without contemplating the surrounding community. The Coast Guard is across the street, and the Thames River is close by. Beyond the river in Groton, over 20,000 people work in the shipyard of Electric Boat.

Working for production, there are welders, pipefitters, electricians, painters, riggers, shipfitters, machinists, draftspeople, toolmakers, and patternmakers. One worker describes the work environment as hectic. "90 percent of the work is done on a crisis basis." Because of the constant rush, production workers often work 60 hours a week.

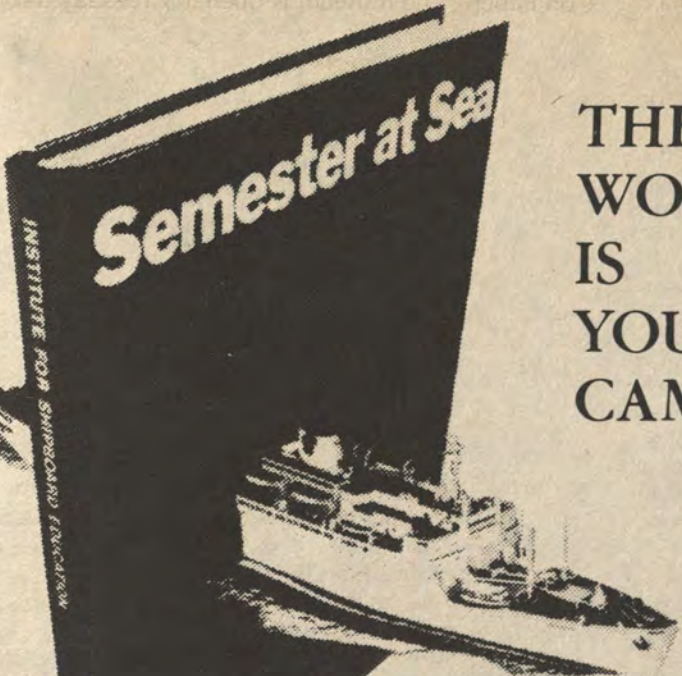
Electric Boat is a subsidiary of General Dynamics which ranks second among the top 100 "Defense" contractors in the United States. Seven different Tridents are now being manufactured by Electric Boat. Each Trident costs 1.8 million dollars. Each Trident submarine is 560 feet long and about four stories high. Each will carry up to fourteen 150-kiloton hydrogen bomb warheads, equivalent to the destructive power

of 2,040 Hiroshima bombs. The Trident is being designed as a first strike weapon which would be used as Offense, not Defense.

On Saturday October 15, 1983, Electric Boat in Groton will celebrate the launching of the USS Jackson, the fifth Trident submarine. Michael Burlingame, faculty advisor of the Students for Global Peace, equates the celebration of the Trident to the celebration of the electric chair.

Connecticut College Students for Global Peace will participate in the Legal Vigil to protest the launch. To find out more about the Students for Global Peace (formerly the Peace Action Group), attend the Sunday meetings at 4 in Lazrus living room, or contact Ann Scarritt, Box 1212. Also, there is a calendar in Fanning updating events.

On Sunday, October 9, the Students for Global Peace will show a movie, "El Salvador: Another Vietnam." This has been arranged by the South East Connecticut People in Solidarity with Central America, and will be shown at 8 p.m. in the Chapel library.



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SPORTS

The College Voice, Oct. 4, 1983

V-ball Team Strongest Yet

by Kathryn Smith

According to four-year coach Marilyn Gelish, this year's Women's Volleyball Team is the strongest that Connecticut College has ever fielded. In addition, it is the youngest that Conn has seen

with half of the twelve-member team comprised of freshmen. Leading the Camels are tri-captains Kay Offenhartz ('84), Cindy Stein ('84), and Jane Ach ('85), who, along with sophomores Laura Brunner and Lucia

Rossoni, are the only returning letter-winners.

In their first outing of the season, the women got off to a rough start, losing to Gordon College 6-15, 9-15. However, they were able to put this behind them and went on to beat a strong Smith team 16-14, 17-15. The loss to Gordon, a team already playing its tenth match of the season, was primarily due to Conn's own troubles with receiving and ball-handling. But these problems were easily ironed out as the Camels gave Smith an exciting two-game set. The strength for Conn was in serving (with seven aces), hitting (with fifty-six hits -- twice that of the Gordon match), and total team effort displayed as Gelish was able to use all of her team members. "This is the strongest bench I've ever had and I have a lot of confidence in my substitutes this season," states Gelish who is confident that this year's team will do well.

This Year's Crew

by Cliff Meirowitz

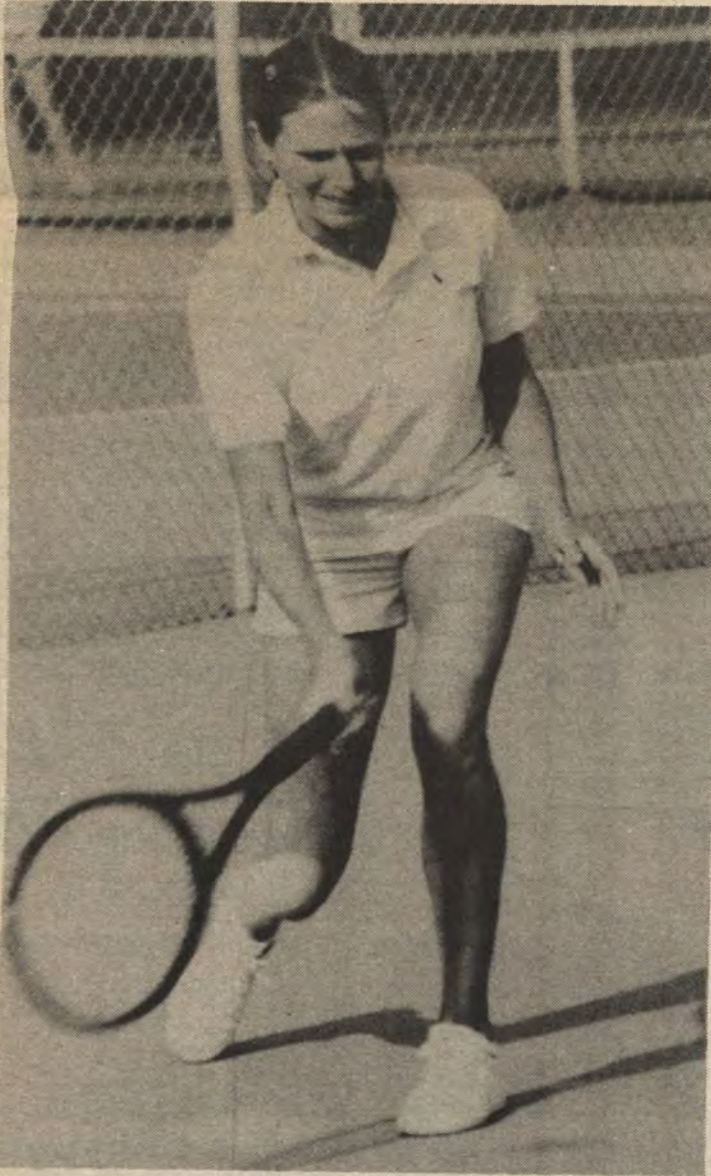
The Connecticut College men's crew team is coming off its finest season, in which it took a third place in the prestigious Dad Vail Regatta. Tom Boyer, in his second year as men's crew coach at Conn, is very pleased with the progress of his team, and this year's team looks especially promising. Only two oarsmen from last year's squad have not returned while eight experienced freshmen have joined. In addition, this is Conn's largest crew ever, consisting of 44 members

manning five boats.

The freshman boats will be coached by Sean Peoples ('83), an experienced four-year rower here at Conn.

The varsity boats have been on the water for three weeks, averaging seven miles a day plus "on land" workouts in preparation for the Head of the Connecticut and the Head of the Charles Regattas in October. According to senior co-captain Bob Hannon "with a lot of hard work, dedication, and some luck the men's crew team could have its best year yet."

W. Tennis Predicts Good Season



BY LISA MOLL

by Robin Canton and Tod Oliva

The women's tennis team boosted its record to 4-1 Monday Sept. 26, defeating Wesleyan. In contrast with last year's match (Camels 7-2), it came down to the last two matches to determine the victory, 6-3. Coach Sheryl Yeary said, "Wesleyan has been a much improved team. It was a close match last year even though it was 7-2. And, this year was obviously a close match. Because they have always improved so

much in the past years, we will always have a close match. It's one I'm always very happy to win."

In analyzing the teams strengths and weaknesses, Ms. Yeary commented, "Our singles line up is the most experienced we've ever had. Our doubles, on the other hand, include many freshmen who are lacking in experience. I see improvement though."

In doubles play, the more experienced Cardinal women

trounced their Camel opponents. At the number one spot freshman Casey Sims and sophomore Katie Danes lost a tough match, 3-6, 1-6. At number 2 doubles, Susan Grantham and Sarah Moore had a close first set, 6-7, but were soundly defeated in the second set, 2-6. Amy Michelman and Robin Canton, both freshmen, were defeated in another close match 5-7, 3-6.

This week's singles line-up proved, as the usual case, to be strong in its depth. No. 1 singles, Mary-Ann Somers, won her match 6-3, 7-5. Joanne Knowlton at no. 2 singles had an easy time with her opponent, 6-2, 6-1. Co-captain Cathy Leeming won 6-2, 6-3 while Chris Sieminski, the Camel's only undefeated player, won soundly 6-2, 6-3. The Camel's no. 5 player, Leslie Leeming, rebounded back after splitting sets, 5-7, 7-5, to win with ease in the final set, 6-3. The no. 6 singles, Liz Gottlieb, won in resounding form, 6-0, 6-0. Liz has proved to be a very reliable and inspiring teammate in the final singles position. She summed up her match by saying, "...I wasn't going to give up any points easily. I try to concentrate on each point. So far, the important thing for me is to stick to a strategy and really concentrate."

Summing up the match and the Camel future, Chris Sieminski comments, "Today we played well, but I think we are going to get stronger. If we work on our weaknesses, concentration and consistency, we have a good chance of going 10-1 this season."

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Athlete of the Week



BY ROBERT VALINOTE

MARK CHURCH

Athlete of the Week:

The Connecticut College Voice Sports Department recognizes **Mark Church** as the outstanding Athlete of the Week for his unprecedented second victory in this fall's Triathlon '83.

Swim, Bike, Run

By Tracy Shipman

The second annual Connecticut College Triathlon was held Friday, September 23. This year the enrollment from members of the college community was up by fifty percent. Outstanding performances came from three faculty members: Associate Professor Peppard finished ninth, Associate Professor Brady finished sixth overall and Assistant Professor Addison captured third place. There was one female who participated, Amy Blackburn ('84). John Rice ('84) came in second, but it was senior Mark Church who dominated in the end. Church started off strongly in the pool and continued a competitive pace throughout his biking and final run.

Brendon O'Donnell who coordinated the event for the second year is a world class triathlon athlete. This year the pool and bike times were a little slower than last, but due to a cool breeze and fine weather conditions the running times were much faster. The sponsors of the triathlon were Budweiser Light Beer, Bombay Bike Shop and Kelley's Pace Running Store. First prize was a gift certificate to Bombay Bike Shop. Other participants received t-shirts and beer for their gallant efforts.

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